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ABSTRACT

This four-part bulletin is a comprehensive source book of language learning theory and of activities, procedures, and instructional materials used in teaching Russian in levels 1 through 4. Major sections include: (1) the levels of foreign language instruction, (2) textbooks and audiovisual resources, (3) testing and evaluation, and (4) expanding horizons in foreign languages. The guide, favoring an audiolingual, student-centered approach to instruction, concentrates on the articulation of program content and of its scope at each level. An extensive bibliography is included.

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New York City
Foreign Language Program
for Secondary Schools
RUSSIAN

Levels 1-4

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FOREWORD

This publication, *New York City Foreign Language Program for Secondary Schools: Russian, Levels 1 - 4*, is the outgrowth of a comprehensive foreign language program of curriculum development, evaluation, and revision. Similar bulletins have already been published for French, German, Hebrew, Italian, Latin, and Spanish.

The publication is intended to serve as a guide to teachers and supervisors in teaching the fundamental language skills, using audio-lingual techniques, and developing an understanding of Russia, its culture, and its civilization.

In presenting this bulletin, we express deep appreciation to the members of the New York City school staff and of the academic community who assisted in its production.

SEELIG LESTER
Deputy Superintendent of Schools

ACKNOWLEDGMENTS

This publication was prepared under the overall supervision of Seelig Lester, Deputy Superintendent for Instructional Services, as a co-operative venture involving the Bureau of Foreign Languages, Leo Benardo, Director, and the Bureau of Curriculum Development, David A. Abramson, Acting Director. At various stages in its development, the program benefited from the guidance and counsel of William H. Bristow, Assistant Superintendent, Bureau of Curriculum Development (retired).

The bulletin was developed as part of the New York City Foreign Language Revision Program which produced similar courses of study for French, German, Hebrew, Latin, Italian, and Spanish. The chairman of the Syllabus Revision Committee was Emilio Guerra, formerly Acting Director of Foreign Languages, and now Head, Division of Foreign Languages and International Relations Education, School of Education, New York University. Maxim Newmark, Chairman, Foreign Languages, Franklin Delano Roosevelt High School, was the Coordinator and Editor of the Project. Lillian M. Gillers, Bureau of Curriculum Development, was the Curriculum Specialist and Editor, and carried the project through to completion.

The Russian materials were prepared by Esther Ostroff, teacher of Russian at Seward Park High School, assisted at various stages in the development of the project by Rosa C. Karlin, Vera Konstantinoff, Sylvia Maizell, Herman D. Schuckman, and Max A. Watras.

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Edythe Kahn collaborated in the editing and was responsible for printing production. Simon Shulman designed the cover, and Ellwood White prepared it for printing. Frances Moskowitz assisted in production.

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Introduction

Foreign languages in the public schools of the United States have in the past been studied primarily for their cultural and literary values. Given a meager allotment of time, the linguistic objectives of foreign language study were often limited to the development of reading skill. In many instances, an undue amount of instruction time was devoted to translation and to grammatical analysis in English. As has been increasingly evident, the outcomes of such instruction have proved to be inadequate to the foreign language needs of our citizens and of our government in the present-day world.

The supersonic jet and swifter forms of world-wide communications have contracted the globe, and the need to communicate with our neighbors abroad has become all the more imperative. Our international relations are constantly expanding as we endeavor to build and maintain alliances for securing the peace, to provide technicians and material assistance to underdeveloped countries, to engage in international cooperation in science, technology and business, and to promote large-scale cultural exchanges of students, teachers, artists, musicians, and leaders in many fields. The importance of acquiring a working knowledge of foreign languages is constantly increasing as our far-flung activities and our destiny grow more and more intertwined with those of other peoples.

The fact that the study of foreign languages has become vital to the national interest has been dramatized through the National Defense Education Act (1958) and the creation of the Peace Corps (1961). The resulting challenge to the schools was taken up in the revised New York State foreign language syllabi (1960 et seq.) by emphasizing foreign language as a means of oral communication and by recommending longer sequences of foreign language study. In consonance with the New York State syllabi, the New York City foreign language program for secondary schools stresses an audio-lingual approach and provides four- to six-year sequences of foreign language study.

In addition, this curriculum bulletin incorporates recent modifications of the predominantly linguistic orientation which prevailed during the initial stages of the new trend in foreign language teaching. These modifications are chiefly reflected in motivational activities, in a reaffirmation of the importance of *meaning* as opposed to mechanical repetition, and in the greater flexibility accorded to pre-reading instruction, thus affording the possibility of a somewhat earlier exposure to the graphic symbol than had formerly been advocated. An attempt has thus been made to balance the earlier subject-centered emphasis of applied linguistics by favoring a learner-centered approach.

PURPOSES AND USES OF THIS BULLETIN

This publication represents the culminating stage of the Russian curriculum project developed as part of the New York City Foreign Language Revision Program for Secondary Schools.

In the course of the revision program, a total of 23 different experimental bulletins appeared from 1962 through 1965 in the form of separate fascicles for five levels of instruction in French and Spanish, and four levels in German, Hebrew, Italian, Latin, and Russian. These bulletins were used experimentally in all the junior and senior high schools in New York City. They were then evaluated by teachers, chairmen, coordinators, other supervisory personnel, and consultants, both individually and in committee. On the basis of this evaluation, a number of revisions and editorial rearrangements were made. Finally, all the fascicles dealing with a particular language were combined into a single bulletin for that language.

The completion of this bulletin for Russian, Levels I-IV, fulfills the aim stated in 1962 in the first of the experimental bulletins, namely, "to provide our foreign language teachers with a syllabus which is in consonance with the New York State syllabus, with the new organization affecting foreign languages in the junior high schools, and with the newer audio-lingual techniques."

This bulletin is intended as a guide to teachers of Russian in

1. following the scope and sequence of course content
2. teaching the fundamental language skills
3. teaching the culture and civilization of Russia
4. using audio-lingual techniques

5. preparing and using dialogues and pattern drills
6. carrying on a program of motivational activities and projects
7. using audio-visual aids and the tape recorder
8. using the language laboratory
9. employing effective criteria for textbook selection
10. adapting textbooks to audio-lingual teaching
11. planning homework assignments
12. planning and scheduling supplementary reading and reports
13. improving articulation
14. constructing tests and comprehensive examinations

Foreign language chairmen, supervisors, and coordinators will be guided by this bulletin in:

1. preparing departmental courses of study
2. orienting teachers to the principles and practices of foreign language teaching
3. preparing model lesson plans and teaching materials for department use
4. evaluating textbooks and audio-visual aids
5. planning department programs for the use of audio-visual aids
6. planning for the effective use of the language laboratory
7. promoting articulation
8. setting up a department program of motivational and enrichment activities
9. organizing a department-wide supplementary reading program
10. formulating directives to teachers for pupil orientation to Regents and other comprehensive examinations
11. planning testing programs
12. evaluating the foreign language instruction program

This bulletin is a fairly comprehensive source book of language learning theory and of activities, procedures, techniques, and devices employed in foreign language teaching and learning. Considering the heterogeneity of the New York City school population, the vast range of interests and abilities, and consequent variations in rate of progress, there is an urgent need for individualization of instruction to achieve maximum learning for each group. It follows then that local adaptations of this bulletin are essential, whether divisional, departmental, or interclass. It is not expected that teachers will attempt to adopt all the suggestions

offered, but rather that they will make selective use of the activities described herein, depending on the individual needs, interests, abilities, and previous achievement of the class.

By couching its principles and delineation of topics in the form of suggestions, this bulletin gives considerable leeway to the individual resourcefulness, creativity, and initiative of teachers. This is particularly so in such matters as devising means to sustain pupil interest, making and collecting illustrative materials, exploiting the full potential of the tape recorder, and creating situations for pupils to use the foreign language both in and out of class.

LEVELS AND GRADES

To clarify references to grades and sequences, the term *level* is used rather than grade or year. Since this curriculum bulletin is designed to be uniform for both junior and senior high schools, Levels I and II, which may be taught in either division, are treated together.

The notion of *levels* of foreign language instruction is based on a more or less empirical system of (a) subject matter organization and (b) relative rates of acquisition of subject matter plus skills at different stages of education. Thus, the fundamental linguistic subject matter of a foreign language may be organized into three parts: Elementary (Levels I and II), Intermediate (Levels III and IV), and Advanced (Level V, Advanced Placement). As for the rate of acquisition, it is usually said to be the amount of foreign language subject matter plus skills that can be acquired by a normal pupil in 1 year of senior high school (at 5 periods per week) and 2 (or 3) years of junior high school (at a smaller number of periods per week). This ratio is, of course, approximate and may vary, depending on the previous knowledge, motivation, ability, and maturity of the pupils as well as on the school organization and on the number of periods allotted to foreign language study.

By using the system of levels, confusion is eliminated regarding a pupil's year or grade in school and his stage of advancement in foreign language study (i.e., his level). Furthermore, in the event of changes in school organization, only minor rearrangements of subject matter need be made. Organization by levels also makes possible many schemes of level-grade relationships as between junior and senior high schools. In addition, variations can easily be made to provide acceleration for pupils who are highly proficient in foreign languages.

AIMS OF FOREIGN LANGUAGE INSTRUCTION

General Aims

The general aim of instruction in foreign languages is to develop in pupils the skills needed for effective communication in the foreign language.

A concomitant aim is to develop in pupils an understanding of the foreign people, of their country, and of their culture.

Specific Aims

LINGUISTIC AIMS

1. To understand the foreign language when spoken by a native at normal tempo and on a topic within the pupil's experience.
2. To speak the foreign language on topics within the pupil's experience with sufficient clarity to be understood by a native.
3. To read with direct comprehension material within the pupil's experience.
4. To write in the foreign language on topics within the pupil's experience.

CULTURAL AIMS

1. To develop an enlightened understanding of the foreign people through a study of their contemporary life, their patterns of behavior, and their national customs and observances.
2. To acquire specific knowledge regarding the geography, history, economic life, and educational and political institutions of the foreign people.
3. To acquire attitudes conducive to intercultural harmony through a study of the contributions of the foreign people to the development of the United States and of world civilization.
4. To develop cultural and esthetic appreciations through a study of the foreign country's art, music, literature, science, and contemporary art forms, such as drama, film, dance, and design.
5. To promote growth in the language arts through the development of language consciousness.

Part One

THE LEVELS OF FOREIGN LANGUAGE INSTRUCTION

Levels I and II

AIMS FOR LEVEL I

Expected outcomes of the audio-lingual approach integrated with reading and writing activities:

1. Facility in speaking Russian in everyday situations within the content scope of Level I.
2. The ability to understand the Russian language when spoken at normal speed in subjects within the content scope of Level I.
3. The ability to read in Russian, with direct comprehension, what has been mastered audio-lingually.
4. The ability to copy in writing and to write from dictation Russian that has been heard, spoken, and read.
5. The acquisition of an introductory knowledge of the life and customs of the Russian people.

AIMS FOR LEVEL II

Expected outcomes of an audio lingual approach integrated with reading and writing activities:

1. The ability to speak Russian with reasonable fluency on topics within the content scope of Levels I and II. This ability is demonstrated by immediate and appropriate responses in Russian to questions, cues, and other stimuli; and by asking appropriate questions and making meaningful statements in Russian.
2. The ability to comprehend Russian when spoken by a native on topics within the scope of Levels I and II. Such comprehension is demonstrated by immediate and appropriate actions, or by appropriate verbal or written responses in Russian.
3. The ability to read with direct comprehension both known and new material on topics within the scope of Levels I and II. This ability is demonstrated by correct phrasing, stress, and intonation in oral reading, and, in silent reading, by appropriate verbal or written responses in Russian, to content questions or other comprehension checks.

4. The ability to write in Russian what has been heard, spoken, and read, within the scope of Levels I and II. This ability is demonstrated in writing memorized dialogues, dictations, cued responses, answers to questions, and directed compositions.
5. The acquisition of specific knowledge of the life, customs, and observances of the Russian people, the geography and climate of their country, and Russian cultural island in the United States.

GUIDING PRINCIPLES, LEVELS I AND II

1. Russian instruction should be conducted in accordance with psychological principles of learning. Subject matter should be presented in easily assimilable units. Each unit should be suitably motivated. Overlearning and reinforcement should be employed to promote retention of subject matter and mastery of skills.
2. The audio-lingual approach emphasizes language as a means of oral communication; hence, there should be maximum use of Russian at all times by the teacher and pupils. The use of English in the Russian classroom should be kept to a minimum. Classroom routine* should be conducted in Russian. English should be used only when necessary; i.e., (a) to give the meaning of highly contrastive structures; (b) to provide cues for recall drill of such structures; (c) to develop and formulate generalizations or rules of grammar and (d) to give meaning of words and phrases that cannot be readily defined or explained in Russian.
3. The sequence of learning Russian should be: listening, speaking, reading, writing.
4. Pupils should learn the basic sound system of the Russian language in functional expressions *before* learning to read and write it. This should occur during a "pre-reading phase" of audio-lingual instruction.
5. It is recommended that approximately the first 20 class sessions of Level I be devoted to the pre-reading phase of Russian instruction. Since the optimum duration of the pre-reading phase cannot be uniformly established for all classes and languages, local decisions by experienced teachers and supervisors will be necessary. Such decisions will take into account the following: (a) the maturity of the pupil, and (b) the particular language being studied. With regard to pupil maturity, the pre-reading phase would tend to be longer in the

*See page 98 for a list of routine classroom occasions which provide opportunities for using Russian.

lower grades and shorter in the higher grades. With regard to a particular language, the pre-reading phase would tend to be longer for languages with Roman alphabets and non-phonetic spelling (French), and shorter for languages with Roman alphabets and phonetic spelling (German, Italian, Spanish). It would also tend to be shorter for languages with non-Roman alphabets (Hebrew, Russian).

6. Grammar should be learned as structural patterns of language, with a maximum of drill to automatize responses and a minimum of theoretical analysis. It is more important for the pupil to learn Russian than to learn how to discuss it in English. However, meaning should never be ignored in favor of mechanical drill and rote memorization. Both analysis and analogy should be employed in the learning process.
7. Among the goals of instruction is the development of the ability of *direct* auditory and reading comprehension. This means that translation should be avoided as a teaching procedure.
8. The necessity for intensive ear training and for habit formation in oral expression makes the use of the language laboratory and of classroom electronic equipment an essential part of audio-lingual teaching and learning.
9. Visual aids, such as slides, filmstrips, pictures, charts, models, costumed dolls, etc., should be employed to teach and drill vocabulary and to promote oral production in the Russian language.
10. The cultural aspect of the study of Russian should be integrated with the linguistic aspect. Particularly in the early phases, when class time is needed for audio-lingual drill, emphasis should be on the language itself as a cultural manifestation. However, in order to insure common learnings of basic cultural data and insights, specific cultural topics are prescribed.

DEVELOPING THE LANGUAGE SKILLS, LEVELS I AND II

The methods to be used by the teacher in audio-lingual instruction are determined by the aims and guiding principles previously set forth. Similarly, all classroom activities must be planned and carried out in such a way as to promote these aims and principles. Although the teaching suggestions which follow are listed separately under the four skills which constitute language competence, this is only a procedural conven-

ience and is by no means intended to suggest that these skills are separate entities. On the contrary, language learning is an organic process in which each skill is dependent upon and reinforces the other. Auditory comprehension, for example, involves listening, understanding, and, usually, responding by word or deed; hence, the linked concept, "audio-lingual" skill. Whether the components of this skill are taught and learned simultaneously or sequentially, they are always interactive and interdependent.

Ear Training

In learning Russian, the listening experience precedes understanding and speaking. When the speech sounds that strike the pupil's ears are directly linked in his mind with meaning, the pupil may be said to comprehend what is being spoken. It is the teacher's function to establish this direct linkage of sound and meaning by constant and repeated exposure of the pupil to the sound of Russian in the form of functionally used basic speech patterns.

The voice which the beginning pupil will hear is most often that of the teacher. Listening to the teacher pronounce phrases and speak or read aloud in Russian, with clarity, distinct enunciation, appropriate facial expressions, and with gestures, should induce the pupil to concentrate on sounds, intonation, stress, and meaning. The teacher should gradually increase the listening experiences of his pupils by the use of discs or tapes in the classroom or in the language laboratory, where the pupils can be isolated from listening to their classmates' mistakes.

To develop auditory comprehension, the pupil must be trained to listen attentively and with discrimination. His ability to listen attentively depends largely on motivation; his ability to listen with discrimination depends on knowing what to listen for, and on intensive practice in guided listening. Curiosity and the novelty of learning a foreign language may be the initial motivation for listening, but these may soon wane unless a stronger motivation is established. Such motivation depends on the intrinsic interest of what the pupil is listening to; its pertinence to his experience; his conscious awareness of the purpose of the listening; precise instructions in what to listen for; and gratification resulting from the success of the listening, i.e., comprehension.

In preparing materials and planning activities designed to provide ear training, the teacher should be guided by the following principles:

1. The spoken subject matter should have intrinsic interest and should be related to present or potential student experience.

2. Listening should be followed by oral reproduction or responses so that the student comes to realize as a matter of direct personal experience that accurate oral reproduction depends in the first instance on accurate listening and understanding.
3. To insure that students know what to listen for, the teacher should provide suitable motivation, based on content, before the first listening. After the first listening, there should be an analysis only of those sounds and structures which have caused comprehension difficulties. Repeated listening thereafter will fortify the sound-meaning linkage necessary for proper ear training.
4. A comprehension check should follow the listening experience. To be valid in audio-lingual instruction, the comprehension check should operate exclusively in Russian. Translation into English will defeat the aim of achieving direct comprehension.

Speaking

As already indicated, the ability to speak Russian is developed concurrently with the ability to listen with auditory discrimination and comprehension. A pupil must be able to hear and understand before he can be trained to imitate what has been spoken. Effective oral communication in a given language depends on the ability to produce rapidly the characteristic sounds and intonation of that language i.e., the ability to pronounce correctly and without undue hesitation the normal structural patterns of the language. Acquiring this ability is essentially a matter of habit formation, which implies intensive drill.

From a practical point of view, the development of good pronunciation by the pupil depends on the good pronunciation of the teacher and on the teacher's constant insistence on accurate repetition. Until basic habits of speech production have been established through guided practice with the teacher, it is advisable not to use recorded native speech for mimicry drill. Recorded speech can never adequately replace the live example of the teacher because it offers no visual clues to articulation and does not react to pupil errors. The key, therefore, to accurate pronunciation and intonation is teacher-guided imitation and repetition. Beginning with repetition of whole units of oral expression, oral skill is gradually expanded through repetitive drill designed to give the pupil habitual control of basic forms and structures and the ability to vary and transform them automatically, as required.

Speech can be analyzed into articulation, stress, intonation, etc., but to the beginning pupil, after being trained to listen and understand,

speech appears as a continuum of meaningful sounds, and it should be learned as such. Analysis should be confined to remedial purposes and employed only when necessary. No amount of theory about how speech is produced can replace guided practice in actually producing it. The fact that one learns to speak by speaking is not merely a truism; in audio-lingual instruction it is an inescapable imperative.

In preparing materials and planning activities to teach pronunciation and speaking, the teacher should be guided by the following principles:

1. After initial hearing and understanding, repeated mimicry to the point of automatic recall represents the first stage of learning to speak the foreign language; hence, the importance of memorizing dialogues, conversations, action series, and responses.
2. At this stage, frequent choral recitation will overcome shyness and maximize participation. Language laboratory techniques may be used for mimicry drill but only to fortify what has been previously learned by guided imitation of the teacher. Speech analysis should be used for eliminating inaccuracies of oral production that do not yield to repeated attempts at imitation.
3. Development of speaking facility follows as the result of growth in articulatory control of word-structure patterns. Such control is achieved through various types of word and structure drills; e.g., substitution, replacement, cued responses, variation, transformation, directed conversation, and independent responses.

Reading

After mastering the basic auditory and vocal skills in the ways described above, the pupil will have reached a state of "reading readiness" with regard to matter previously heard and spoken. The student of Russian has an added problem in learning to read. He must become acquainted with a new set of graphic symbols and relate these to patterns of sound to which he has already been exposed in his dialogue material.

To facilitate the identification of the graphic shapes of the Russian letters and to help make the response to them automatic, the following procedure which is based on letter-sound equivalences may be helpful. However, care should be taken not to emphasize the matching of individual letters with individual sounds. More important is the correlation of letter sequences with sound sequences.

1. Begin by selecting from familiar cognates or simple Russian words previously learned audio-lingually those which contain graphic sym-

bols which look the same and which represent approximately the same sounds as their English equivalents; e.g., кот, мама, мост.

RUSSIAN GRAPHIC SYMBOL	APPROXIMATE ENGLISH SOUND
А	A as in father
К	K as in kind
М	M as in man
О	O as in off (when in an accented syllable) as in hot (when in an unaccented syllable)
С	C as in receive
Т	T as in ten

2. Proceed to those Russian words that contain graphic symbols which look the same as English symbols but which do not represent the same sounds as their English equivalents. Instead, they represent sounds which approximate those of other English symbols; e.g., ресторан, нерв, урок, хор.

RUSSIAN GRAPHIC SYMBOL	APPROXIMATE ENGLISH SOUND
В	V as in vine
Е	Ye as in yes
Н	N as in no
Р	R as in rose
У	OO as in moon

3. Continue with words containing graphic symbols peculiar to Russian but which represent sounds that approximate those represented by certain English symbols; e.g., Борис, Лиза, год, поэт, юг, вы, фабрика.

RUSSIAN GRAPHIC SYMBOL	APPROXIMATE ENGLISH SOUND
Б	B as in bad
Г	G as in good
Д	D as in dress
И	Ee as in need
Л	L as in love
П	P as in pen
Ф	F as in friend
Ы	I as in hill

Э	E as in egg
З	U as in university
Ю	Z as in zero

4. Finally introduce words containing graphic symbols peculiar to Russian; each represents a sound approximating an English sound represented by letter combinations; e.g., жена, цена, чье, шляпа, щи.

RUSSIAN GRAPHIC SYMBOL	APPROXIMATE ENGLISH SOUND
Ж	Zh as in pleasure
Ц	Ts as in fists
Ч	Ch as in chair
Ш	Sh as in share
Щ	Shch as in hush child
Я	Ya as in yard
Ё	Yo as in york

5. Special attention will have to be given to the following:
- Palatalization wherever the soft sound appears (ь).
 - The pronunciation of й which approximates that of the English y as in boy.
 - The use of the hard sound ъ as a separation symbol as in объяснить.
 - The sound represented by the Russian х which has no equivalent sound in English.

Intensive Reading

Fluency in reading is dependent on quick recognition and comprehension of printed words and structure patterns. Such recognition will facilitate the rhythmic progression of lateral eye movements which is characteristic of fluent reading with comprehension. Failure to recognize these patterns results in pauses and regressive eye movements which are symptomatic of decoding or translating processes and hence the direct antithesis of fluent reading. In view of these factors, teaching the reading of new material should begin with advance clearance of possible blocks to pronunciation and comprehension; that is, with the study of the pronunciation and meanings of new words and new or complex syntactical items. This should be done by the teacher during his first reading or paraphrase and, ideally, should be conducted entirely in Russian (by means of synonyms, antonyms, examples, definitions, and simplified re-statement). These items should be written on the board, explained, and

pronounced by the teacher, and then repeated chorally by the class to insure correct pronunciation in subsequent individual reading and responses. Not until this advance clearance of blocks has been accomplished can pupils be expected to read new material with fluency and comprehension.

The following steps are suggested for the intensive reading lesson:

1. After initial motivation, the teacher paraphrases or reads the passage, in whole or in part, asking questions in Russian to check comprehension. To insure attention, books are closed during this first step.
2. As new words or phrases are encountered, they are listed on the board and their meanings taught by means of synonyms, antonyms, examples, definitions, cognates, word analysis, contextual inference, etc. The teacher leads the class in choral pronunciation of the listed items.
3. Books are opened and the teacher reads a part of the passage orally, with suitable expression and dramatic effect. He points out the new items on the board as he comes to them in the course of his reading. He then leads the class in choral reading of the same selection.
4. If the content is simple, the teacher may then immediately call on individual pupils to read the same selection orally. Otherwise, the class first reads the selection silently and the teacher asks comprehension questions before requiring individual oral reading.
5. The entire passage or story is then read in phases, alternating choral, silent, and individual oral reading. If the reading passage is lengthy, selected parts of it may be covered by silent reading only, according to the procedure explained below under Silent Reading.
6. The teacher, or a selected pupil, writes questions and/or comprehension exercises on the board, the answers to which will form a summary of the entire passage or story. If the passage or story is long, a prepared question-slip can be given to a pupil at the end of each phase of the reading so that all questions and answers will be on the board by the time the entire passage has been completed.

Silent Reading

At a later stage, extensive silent reading of new material should be practiced for rapid grasp of content and greater extent of coverage. In silent reading, pupils should be trained in techniques of inference by means of cognates, word analysis, and context (the "intelligent guess"). Also appropriate at this point is instruction in the discriminative use of

end vocabularies and of the bilingual dictionary. Silent reading should be carefully controlled to avoid superficial skimming of the printed text. After initial motivation, the teacher writes on the board the page and line limits of the selection to be read; the time allowed for completing the reading; clues to clearance of comprehension blocks; and key questions to guide the reading and permit self-checking of comprehension. While the pupils read silently, the teacher walks around the room to give individual assistance. An oral summary based on the key questions or a written comprehension quiz concludes the silent reading lesson. Silent reading may also be combined with intensive reading, especially in lengthy reading passages.

Supplementary Reading

Supplementary reading in Russian may be started in Level II and continued at every level thereafter. In the beginning, only selections keyed to the textbook or "plateau" readers on the second level, preferably with marginal vocabulary, should be used. Readers with high density of new vocabulary and structures should be avoided during the early levels. It is also advisable to avoid the use of bilingual readers, i.e., those with alternate pages carrying a complete translation of the foreign text. The temptation to read only the English is too great for most pupils.

Outside reading in English is justifiable in foreign language study because it enables pupils to explore Russian cultural backgrounds some years before they can achieve sufficient mastery in reading Russian on a level comparable to the interest and maturity of their English reading. It will therefore help to maintain interest in the study of Russian, contribute to the aim of cultural enrichment, and provide correlation with other subject areas (English, Social Studies, etc.). Supplementary reading in English will also enable the teacher to plan a regular schedule of homework assignments during the pre-reading phase of audio-lingual instruction. However, this type of reading is of minor importance linguistically because one obviously does not learn to read Russian by reading English.

An adequate supplementary reading program would require the following: (a) provision of a library devoted to foreign languages; (b) a generous stock of books, newspapers, and magazines, both in English and in Russian, with several copies of each title, and including prose, fiction, poetry, drama, travel, biography, science, history, sports, etc.; and (c) annotated reading lists classified by levels.

A recommended procedure is the following: (a) pupils consult the reading lists for their particular level and record their choices on slips;

(b) each pupil reads to the class the description of his chosen book and gives a reason for his choice; (c) the teacher sets up a schedule of dates for reports and supplies the class with mimeographed outlines to be filled in by the pupils (see p. 147 for a suggested outline); (d) interim reports may be oral or written and should follow the outline supplied by the teacher; (f) one report per day can be taken up in the first few minutes of the lesson. *Caution:* Not more than twenty minutes per week should be devoted to such reports.

The following is a recapitulation of the principles to be observed by the teacher in planning activities to promote reading skill and in selecting or preparing reading materials:

1. Reading readiness is reached at the end of the pre-reading phase of audio-lingual instruction, i.e., after the pupils have mastered the basic sound-structure patterns of Russian. In the beginning, pupils should read only what they have learned to understand and to pronounce.
2. The transition to the reading of new material should be through intensive reading instruction and should follow the learning sequence of listening and repeating before reading. Blocks to comprehension and fluency should be cleared up before the reading begins.
3. Silent reading for quick grasp of content should be systematically practiced in addition to intensive reading. Definite timing, comprehension clues, and content questions provide the necessary controls.
4. Supplementary reading, preferably in Russian, requires graded reading matter on about the same level that pupils have attained through audio-lingual practice and intensive reading.
5. Reading matter should have intrinsic interest and cultural value and should correspond to student experience, real or potential.

Writing

The skills of direct comprehension in listening to and in reading Russian are reinforced by writing what has been heard and said. Similarly, the correct writing of what the pupil can pronounce may act as a reinforcement of speaking skill, especially for visual-minded pupils.

In writing, Russians use the cursive graphic symbols. Since some of these are different from the printed form, it is suggested that both the printed and the cursive characters be taught simultaneously.

To students accustomed to writing English, some of the Russian cursive characters may present a problem. It is important that good habits of writing be established from the start. The following characters may require special attention and practice.

Н, и, э

Begin with a hook.

ы, у

The tail is short; i.e., not as long as the tail in the letter *у*.

б, в

Should not be written like *б*; should not have a loop; should not extend above the midline.

з

Is not to be confused with *т/т*.

ж

Is not written like *ж*.

ш

Is not written like the English *w*.

З, У, Ф

Capitals are never written below the line.

Other letters which may cause difficulty and which should be adequately drilled are:

к, ч, з

Imitative Writing

When first introduced systematically, writing should be practiced with subject matter which the pupil has already mastered audio-lingually and experienced visually through reading. Such writing is termed "imitative writing" and consists of copying memorized or familiar material. Imitative writing should be practiced frequently, using a few key sentences taken from a dialogue, or other material, a lesson or two previous to the one currently being learned. Writing memorized or familiar material from dictation is a more complex form of practice which, at this stage, should be done only with material that has first been practiced by copying. New material should be avoided, since the aim is not to have the pupils synthesize the spelling haphazardly, but rather to have them achieve automatic accuracy in reproducing the sound-spelling patterns of Russian. Using complete phrase or sentence units in coherent context will prevent imitative writing from becoming a mechanical exercise devoid of meaning.

Dictation

A further variation of imitative writing would extend to the copying and, later, to the writing from dictation, of already memorized dialogues, dialogue adaptations, drills, and rhymes or songs. A transition from imitative writing to dictation is "spot dictation," in which the teacher reads an entire sentence which the pupil sees on his practice sheet, but with one word missing, which he supplies in writing. After reading has been introduced, short selections from a reading passage may be used for copying practice and for subsequent writing from dictation. For dictation purposes, the passage should consist of a few lines in context, carefully screened to eliminate unfamiliar vocabulary and structures. Where such screening would disrupt the context, the teacher should write the unfamiliar items on the board for the pupils to copy.

When planning a schedule of dictations, the teacher should keep the following in mind: (a) dictation should be given at regular and frequent intervals as a reinforcement of auditory comprehension, as an aid to retention, as a review, and as a diagnosis of errors; (b) the passage selected should be closely related to the particular structural point, idiom, or pronunciation topic being taught or reviewed; (c) the time element should be carefully controlled so that dictation is only part of a larger language learning unit and not an end in itself; (d) the same dictation may be given later for reteaching or testing; (e) the pupil should keep dictations in a notebook so that he will have a record of his errors and corrections to be reviewed before the next dictation; (f) gifted pupils or native speakers should be trained to give dictations and conduct correction work; (g) recorded dictations may be used for dictation practice.

A suggested procedure for administering dictation is: (a) the teacher selects a reliable pupil to write the dictation on the rear board; (b) before the first reading, the teacher introduces the passage with a brief motivating comment; (c) he reads the entire passage at normal tempo while the pupils listen; (d) at the second reading, the teacher reads the passage in breath groups, giving punctuation in the foreign language, while the pupils write (choral repetition may follow at this point before the pupils write); (e) a third reading follows at normal tempo while pupils proofread their work, correcting errors, and filling in omissions; (f) pupils may then exchange papers for correction; (g) the class volunteers suggestions for correcting the work at the rear board; (h) corrections are made by the class secretary and the entire corrected passage serves as a model for the corrections being made by the class; (i) a final critique summarizes the most common errors and the techniques for avoiding them in future written work.

Guided Writing

After the basic sound-spelling patterns of Russian have been mastered through imitative writing and dictation, practice in writing short completions or answers may be started. Since this intermediate phase in the development of writing skill consists of short, written responses guided by the teacher, such writing practice is termed "guided writing." Included in this type of writing are (a) completions of statements based on dialogues; (b) completions of pattern drills; (c) answers to dialogue questions; and (d) answers to reading-comprehension questions. Careful grading of all these forms of writing stimuli is necessary to keep the written responses on the same level which the pupils have attained audio-lingually and visually. Progression in difficulty should be gradual to minimize errors.

Controlled Writing

A subsequent stage of writing practice begins with the writing of directed dialogue i.e., the teacher instructs the pupils, either in English or in Russian, to write what they would say or ask or do in a given dialogue situation. Accurately written responses of this type depend on previously acquired facility gained through transformation and substitution drills. Since the written responses are controlled by the teacher's instructions relative to dialogue variation, this type of writing practice is called "controlled writing." Similar transformation of dialogue material, controlled by the teacher, includes the writing of dictated dialogue with tense or person changes. After basic reading skills have been established, further controlled writing can be done by rewriting a narrative passage in dialogue form, or vice versa. Rewriting a dialogue or reading passage in the form of a letter represents a more advanced type of controlled writing. The culminating stage of controlled writing is reached with the writing of a summary, entirely in the foreign language, either of a dialogue or of a reading passage. The summary may first be done orally, with oral or written cues supplied by the teacher. Written cues or a phrase outline on the board will then control the final summary.

The following is a summary of the principles to be observed in planning and carrying out a systematic program to develop writing skills:

1. The aim of writing practice is to achieve automatic accuracy in reproducing in written form the sound-spelling patterns of Russian.
2. Systematic practice in writing Russian begins after the pre-reading phase of language learning. During the pre-reading phase, a program of writing or printing which leads to writing readiness may

accompany word study. Activities leading to writing readiness consist chiefly of labeling pictures, charts, and maps, and of compiling picture dictionaries.

3. Development of writing skill progresses from simple to increasingly complex forms of writing practice on the principle of minimal increment; i.e., the addition of one new feature at a time to reduce possibilities of error.
4. After writing readiness activities, the simplest forms of Russian writing practice are copying and writing from dictation previously memorized or familiar material; i.e., imitative writing.
5. Dictation of familiar material should be a part of every language learning unit. Passages for dictation should be keyed to the level of audio-lingual and reading mastery already attained by pupils.
6. Next in order of complexity after imitative writing is practice in guided writing of short completions or answers. Written responses expected of pupils should not exceed levels already attained.
7. Controlled writing begins with the writing of dialogues and progresses to the writing of dialogue adaptations and pattern drills. More advanced forms of controlled writing include changes of form from narrative to dialogue and vice versa. The writing of cued summaries is the final phase that leads to directed composition.

PATTERNS FOR DRILL

Constructing and Using Pattern Drills

Pattern practice is essentially "the learning of language structure through the repetition of utterances in which the patterns (of sound, order, form, and choice) are either identical or have only small and consistent differences." (Politzer, see Bibliography). With many repetitions and manipulations of acceptable, meaningful utterances drawn from the basic dialogues, pupils perceive the pattern and begin to automatize it. Learning is carried on through the language; grammatical analysis gives way to learning by analogy; class time is devoted almost entirely to the building of language habits instead of to the development of language rules.

Politzer identifies a pattern or structure as "the common element of different sentences or phrases which have the same *structural* meaning." A single sentence, clause, or phrase in the foreign language is not a pattern in itself but an example of a pattern. The pattern gives the grammatical relationships; the structural meaning remains the same

even when lexical items in the utterance are replaced. In the utterance, Николай пишет письмо, we may substitute Мария, мальчик, сестра, брат, etc, for Николай, and/or we may substitute упражнение, вопрос, перевод, etc., for письмо without altering the basic structural meaning or the grammatical relationships. The many new responses created from the original pattern example will help to develop an automatic response to the overall pattern which has remained constant.

Pattern example: Николай пишет письмо.

Sub. 1. Мария		Мария пишет письмо.
Sub. 2.	упражнение	Мария пишет упражнение.
Sub. 3. Мальчик		Мальчик пишет упражнение.
Sub. 4.	вопрос	Мальчик пишет вопрос.
Sub. 5 Сестра		Сестра пишет вопрос.
Sub. 6.	перевод	Сестра пишет перевод.
Sub. 7. Брат		Брат пишет перевод.

The pattern example Николай пишет письмо may be called a frame with three slots.

Slot 1	Slot 2	Slot 3
Николай	пишет	письмо

In the substitution drill outlined above (a progressive substitution), slots one and three are replaced alternately. Earlier drills with the pattern example would have comprised a series of substitutions with slot one, followed by a series of substitutions with slot three, and culminating with the progressive substitution.

Pedagogical Values of Pattern Drills

1. Many repetitions and manipulations of authentic patterns of speech enable students to automatize responses more rapidly.
2. Emphasis upon analogy through foreign language patterns presented and practiced audio-lingually eliminates obstructive features of grammatical dissection and formal terminology.
3. Students are made to produce correct utterances from authentic models; they do not construct or create utterances of their own.
4. Correction is immediate.

Developing Pattern Drills

Many recent foreign language textbooks include in the pupil edition and/or in the teacher's manual a variety of pattern drills. Until such texts are adopted uniformly, it will be necessary for the teacher to adapt a traditional text, developing patterns as examples from text material. The following suggestions may be useful in the selection of pattern examples and in the development of pattern drills.

1. The model sentence should come wholly or in large part from the dialogue or text material.
2. Select for extensive drill those frames which differ most widely from the native language in sound, order, or form.
3. Drill one structure at a time.
4. Employ sufficient practice for mastery of the structure being drilled.

Conducting Pattern Drills

1. The drills are to be introduced and conducted orally without reference to the written symbol.
2. Several choral repetitions of pattern models and variants (pattern examples with appropriate changes) are made.
3. Specific instruction in English, if necessary, must be given to pupils on the change to be made and the way to make it.
4. After a sufficient number of complete repetitions, the teacher's cue is followed by choral, group, and individual responses.
5. The tempo should be rapid, encouraging immediate responses and discouraging analysis or translation.
6. A grammatical generalization may be given after the drill is completed.

Dialogues and Related Drills

An analysis of a suggested unit for Level I which includes a dialogue and a series of related drills will provide concrete suggestions for the development of suitable classroom activities.

The basic dialogue is the core of the unit. "It is important for drills to be related to actual situations that may be encountered in the country or countries where the language is spoken. The relationship between the structural patterns and real situations is best determined through the medium of the dialogue." (Belasco, see Bibliography).

1. The dialogue should be relatively short, consisting of no more than eight lines.

2. No more than two or three roles should be included in a context of situational interest to adolescents.
3. The learning procedure should include:
 - a. *Exposition or English Equivalencies:*
Students should be given the English equivalencies of the foreign language utterances to insure comprehension.
 - b. *Stage One: Dialogue for Listening*
Teacher reads complete dialogue at normal speed several times from various parts of the room as pupils listen. Teacher reads each utterance several times as pupils listen.
 - c. *Stage Two: Dialogue for Learning*
Utterances are built up cumulatively, often going from the end of the sentence to the beginning. Pupils repeat in chorus, in groups, by rows, and individually.
The backward build-up for Мы будем готовиться к экзамену у меня дома? is as follows:

дома?
у меня дома?
к экзамену у меня дома?
готовиться к экзамену у меня дома?
Мы будем готовиться к экзамену у меня дома?
 - d. *Stage Three: Dialogue for Fluency*
Each utterance is spoken twice by the teacher with enough time allowed so the student can repeat each time.
 - e. *Stage Four: Dialogue for Comprehension*
Repetition of dialogue as presented in *Stage One* with different voices (perhaps recorded on tape). Pairs of individual pupils may recite roles of the dialogue.

Suggested Dialogue and Drills, Level I

Suggested Dialogue

- Маша 1. Мы будем готовиться к экзамену у меня дома?
 Ольга 2. Да, кстати, где ты живёшь?
 Маша 3. Я живу на Пушкинской улице, номер сто.
 Ольга 4. А это далеко от школы?
 Маша 5. Нет, недалеко, только три квартала.
 Ольга 6. Хорошо, в котором часу ты будешь дома?
 Маша 7. Приблизительно в пять часов.
 Ольга 8. Значит, увидимся позже.

Dialogue Adaptation

The dialogue adaptation helps to personalize the dialogue utterances and assists in the memorization of the various dialogue lines. The structural items and vocabulary of the dialogue are now included in questions to individual pupils, in which they assume their own identities rather than those of Маша and Ольга. In the directed dialogue and relay drills, pupils ask questions of the teacher at the teacher's cue (the simple Спросите меня: "Вы живёте недалеко от школы?" before the more complex Спросите меня, живу ли я недалеко от школы.). Pupils are also directed to ask questions of their classmates.

1. PERSONALIZED CONVERSATION

Question-answer practice between teacher and pupil based on the dialogue.

Т. Я живу недалеко от школы. Ты живёшь недалеко от школы?

Р. Да, я живу недалеко от школы.

Т. Я живу на Пушкинской улице, номер сто. Где ты живёшь?

Р. Я живу на Пушкинской улице, номер сто.

2. RELAY DRILL (CHAIN DRILL)

Question-answer practice begun by the teacher and continued from pupil to pupil.

Т. Я живу недалеко от школы. Ты тоже живёшь недалеко от школы?

Р 1. Да, я живу недалеко от школы.

Т. Спроси Женю: ты живёшь недалеко от школы?

Р 2. Женя, та живёшьI недалеко от школы?

Р 3. Да, я живу недалеко от школы.

Т. Я живу на Пушкинской улице номер сто. Где ты живёшь?

Р 1. Я живу на Пушкинской улице номер сто.

Т. Спроси Степана, где он живёт.

Р 2. Степан, где ты живёшь?

Р 3. Я живу на Пушкинской улице номер сто.

3. DIRECTED DIALOGUE

Question-answer practice between two individuals directed by the teacher.

Т. Спросите меня: "Вы живёте недалеко от школы?"

Р 1. Вы живёте недалеко от школы?

Т. Да, я живу недалеко от школы.

Т. Клара, спросите Розу, живёт ли она недалеко от школы.

- Р 2. Клара, вы живёте недалеко от школы?
 Р 3. Да, я живу недалеко от школы.
 Т. Спросите Лизу, в котором часу она будет дома.
 Р 1. Лиза, в котором часу вы будете дома?
 Т. Лиза, скажите, что вы будете дома в пять часов.
 Р 2. Я буду дома в пять часов.

Structure Drills

1. REPETITION DRILL

The repetition drill is the basic drill for the presentation of inflectional endings of regular and irregular verbs, new vocabulary, and new structural items. Note that complete meaningful utterances are used and that the first and second persons are thoroughly drilled before the third person is presented.

Presentation of Pattern Followed by Repetition Drill

ЖИТЬ

Present Tense

First and Second Persons — Singular and Plural

Teacher	Pupil
Я живу в городе.	Я живу в городе.
Мы живём в городе.	Мы живём в городе.
Мы с братом живём в городе.	Мы с братом живём в городе.
Ты живёшь в городе.	Ты живёшь в городе.
Вы живёте в городе.	Вы живёте в городе.

Third Person — Singular and Plural

Teacher	Pupil
Мама живёт в деревне.	Мама живёт в деревне.
Он живёт в деревне.	Он живёт в деревне.
Брат и сестра живут в деревне.	Брат и сестра живут в деревне.

2. SUBSTITUTION DRILLS (PERSON—NUMBER)

In this drill the pupils are asked to replace the subject in the model sentence with a different person, number, and/or gender. They must then make the proper correlation with the inflectional ending of the

verb жить. Other types of substitution drills involve replacements in one or another slot in a frame.

First and Second Persons — Singular and Plural

Teacher	Pupil
Ты живёшь на Пушкинской улице.	Ты живёшь на Пушкинской улице.
-- живём на Пушкинской улице.	Мы живём на Пушкинской улице.
-- живу на Пушкинской улице.	Я живу на Пушкинской улице.
Мы с братом ---- на Пушкинской улице.	Мы с братом живём на Пушкинской улице.
--- живёте на Пушкинской улице.	Вы живёте на Пушкинской улице.

Third Person — Singular and Plural

Teacher	Pupil
Ольга живёт в Нью-Йорке.	Ольга живёт в Нью-Йорке.
----- живут в Нью-Йорке.	Они живут в Нью-Йорке.
Иван ----- в Нью-Йорке.	Иван живёт в Нью-Йорке.
Женя и Степан --- в Нью-Йорке.	Женя и Степан живут в Нью-Йорке.

3. TRANSFORMATION DRILLS

Transformation drills involve changing models a. from singular to plural, from plural to singular, b. from affirmative to negative, c. from declarative to interrogative, d. substituting a pronoun for a noun and e. changing from one tense to another. The student should be told in English, if necessary (with models and variants), exactly which changes he will be asked to make.

a. Changing from singular to plural and vice-versa

Teacher	Pupil
Я живу в Бруклине.	Мы живём в Бруклине.
Они живут в Бруклине.	Степан живёт в Бруклине.

b. Changing from Affirmative to Negative

Ты живёшь здесь?	Ты не живёшь здесь?
Евтушенко живёт около Красной Площади.	Евтушенко не живёт около Красной Площади.

c. Changing from Declarative to Interrogative

Госпожа Иванова живёт в Москве.	Госпожа Иванова живёт в Москве?
Федя и Коля живут там.	Федя и Коля живут там?

d. Changing from Noun to Pronoun

Мария живёт в Ленинграде.	Она живёт в Ленинграде.
Вера и Анна живут очень далеко.	Они живут очень далеко.

e. Changing from Present to Past to Future

Она счастливо живёт с мужем.	Она счастливо жила с мужем.
Они гуляют по бульвару.	Они будут гулять по бульвару.

4. RESPONSE DRILLS

These are drills in which the answers are patterned after the questions and in which the structures and vocabulary of the dialogue can be drilled in a natural situation. The order of the questions is from the simple to the complex: (a) a *yes* or *no* response (b) a choice of items (c) a cued response and, finally (d) a complete answer.

- | | |
|--------------------------------------|----------------------------------|
| a. Вы живёте в городе? | Да, я живу в городе. |
| b. Вы живёте в городе или в деревне? | Мы живём в городе. |
| c. Где вы живёте? (Вашингтон). | Я живу в Вашингтоне. |
| d. Кто живёт на пятом этаже? | Мои друзья живут на пятом этаже. |

5. REPLACEMENT DRILL

This drill has been described as a progressive substitution drill. Two or more slots are replaced in progressive order, but only one substitution is made at one time. It is a somewhat difficult drill since pupils must listen carefully to the cues for different slots and must make immediate and accurate replacements in the utterance. Several repetitions of this drill are recommended.

Он живёт далеко от почты.	Он живёт далеко от почты.
Мы _____.	Мы живём далеко от почты.
_____ от библиотеки.	Мы живём далеко от библиотеки.
_____ близко к _____.	Мы живём близко от библиотеки.

6. TRANSLATION DRILL

This drill is used only when the foreign language utterance is vastly different from the native language pattern and when the pupil has mastered the vocabulary.

У тебя есть автомобиль?

I have a phonograph.

We have a ticket.

~~Brother has a notebook.~~

У тебя есть автомобиль?

У меня есть патефон.

У нас есть билет.

~~У брата есть тетрадь.~~

Мне холодно.

You are very warm.

We are bored.

You are well off.

Мне холодно.

Тебе жарко.

Нам скучно.

Вам хорошо.

Ему нужна книга.

She needs a pencil.

They need money.

Who needs a pen?

Ему нужна книга.

Ей нужен карандаш.

Им нужны деньги.

Кому нужно перо?

7. EXPANSION DRILL

In this drill, the original sentence is expanded at each step by the addition of a word or phrase.

Мы увидимся.

Мы увидимся завтра.

Мы увидимся завтра в пять часов.

Мы увидимся завтра в пять часов у меня дома.

TEXTBOOK ADAPTATION

At the present time the number of pedagogically suitable "kits" of integrated audio-lingual materials is limited. Although new materials of this type are being published to an increasing extent, and earlier materials are being re-issued in revised editions, they are all in a state of transition and must still be considered experimental. It would be foolhardy to attempt to replace all present textbooks with materials that are still in the experimental stage, even if this were financially possible; but a beginning can be made to a limited extent and on a trial basis. For the most part, however, it will be necessary for the teacher to adapt already available textbooks to the audio-lingual approach.

Fortunately, most of our available textbooks begin with an aural-oral approach and contain dialogues and passages that can easily be adapted to the new program of instruction. Adaptation of the textbook, whether of the old or of the new type, will in any case be necessary, for there is no one-to-one correspondence between the scope and sequence of topics in this bulletin and any presently available textbook or new-type kits.

The adaptation of the beginning lessons of the textbook in the form of daily lesson units is of great importance in order to articulate the content of pre-textbook instruction with subsequent use of the textbook after reading and writing have been introduced. The adaptation may be done by a planning committee of all the teachers of beginning classes in a particular language. Patricia O'Connor (see Bibliography) recommends the following procedure for this committee:

1. Determine the number of class periods to be devoted to pre-textbook instruction.
2. Using the present bulletin, make a selective inventory of those Level I structures, vocabulary, and idioms which can be taught for audio-lingual mastery within the time determined above.
3. Compare this inventory with the beginning lessons of the textbook, and record the lesson and page numbers where the inventory items occur.
4. Select from the textbook those dialogues or basic sentences which illustrate the inventory items, and construct additional basic sentences if necessary.
5. Divide the list of inventory items and basic sentences into one-period presentation units, using the section of this bulletin entitled Patterns for Drill as a model.
6. Provide for recurrence of inventory items in the presentation units, and draw up review units after every few presentation units.
7. Determine appropriate audio-lingual methods for each presentation unit, using as a model the sections of this syllabus entitled Developing the Language Skills, Levels I and II.
8. Prepare a final teaching script for each daily unit to be presented during the entire period of pre-textbook instruction.

USE OF THE TAPE RECORDER

Audio-lingual procedures call for specific use of audio aids. Teachers will, of course, adapt these aids to the particular needs of their

classes. The most important classroom audio aid is the tape recorder. Some suggestions for using the recorder are:

1. Basic dialogues, vocabulary, and structures may be recorded for presentation and for drill. The script should be spaced to allow enough time for pupil repetition or response. Such a drill device can be used again and again.
2. Music may be recorded in advance to accompany songs.
3. Pupils' speech should be taped at various stages for recording progress and for diagnosing needs for further drill and correction.
4. Stories based on previous learnings may be recorded for purposes of testing comprehension.
5. Material relevant to the course of study may be taped in advance and used in the classroom.
6. For further suggestions regarding taped materials, see the section entitled The Language Laboratory, pp. 174-186.
7. The use of taped material should be limited generally to short periods (10 to 15 minutes).

Preparation of Tapes by Teachers

Operation of the tape recorder requires practice by the teacher. Help is available in every school for teachers not familiar with its operation.

Making the First Tape

1. Learn the mechanics of operating the recorder.
2. Have a prepared script, such as the basic dialogue or review story of the unit.
3. The recorder speech must be at normal speed.
4. Read the script and then play back the tape and listen to your voice. Your voice will sound strange to you, particularly if you have never heard it on a recording.
5. You may need to experiment with tone and volume control. Since the recordings on tapes are easily erased, the same tape may be used many times for practice until you master the techniques and get the desired results.

Other Suggestions for Preparing Tapes

1. In taping a song for the first time, arrange for the assistance of the music department.

2. In taping pattern drills, provide space (pauses) on the tape sufficient for pupil repetition of each model expression.
3. Taping a variety of voices, male and female, is recommended for ear training so that the pupil does not become accustomed to hearing only one voice and to comprehending only when he hears that voice.

HOMEWORK

A planned schedule of definite homework assignments from the very beginning of the Russian course is essential to inculcate proper study habits and to reinforce habits of pronunciation acquired during the first weeks of instruction. Consequently, during the pre-textbook phase, homework assignments should be oral and should be based only on material the pronunciation, rhythm, and intonation of which have been firmly established under teacher guidance in the classroom. Only what has been mastered orally in class should be assigned for home practice. Ideally, this would entail the provision of individual take-home recordings which are supplied by many publishers of basic textbooks and of so-called integrated language programs which include sets of tapes and/or recordings to accompany the audio-lingual textbook.

If individual take-home records are not available, it is advisable, during the first few weeks of the pre-textbook phase, to plan area and background assignments in English. Brief reports of these assignments can be given, one per day, at the beginning of the class period. Suitable topics are:

1. Orientation discussions by pupils with their parents (What are our present-day individual and national needs in foreign languages? Why are reading and writing postponed in favor of audio-lingual practice?)
2. Values of the study of Russian (cultural, vocational)
3. Cultural geography of Russia
4. Russian ethnic and language islands in the community and in the United States
5. Exports and imports between Russia and the United States
6. United States relations with Russia (political, cultural)
7. Contributions of Russia to the civilization of the United States and of the world
8. Russian literary masterpieces in English translation
9. Musical masterpieces by Russian composers

10. Russian celebrities in art, science, industry, and politics
11. Russian influences in the community
12. Famous Russian actors and actresses

When the "writing readiness" program is instituted, homework possibilities are increased. Suitable assignments at this stage are:

1. Filling in mimeographed outline maps
2. Labeling news and magazine clippings to illustrate vocabulary learned in class
3. Compiling a picture dictionary
4. Drawing sketches to illustrate the topic of a dialogue which pupils have learned; they can then describe the drawings to the class in Russian
5. Making a color chart labeled in Russian
6. Drawing a floor plan of the classroom or of the home, labeling rooms, furniture, etc.
7. Drawing and labeling a costume chart
8. Making a calendar with the names of the days and months in Russian
9. Listing and illustrating a menu in Russian
10. Pasting coins or stamps on a chart and labeling their names and denominations
11. Planning an itinerary of a projected trip to Russia
12. Drawing or clipping a picture of a common school or household appliance, or of a vehicle, giving its Russian name and labeling its parts in Russian
13. Making a dummy passport, with the pupil's picture and requisite data
14. Making a drawing of the human figure and labeling the parts of the body in Russian

When reading is introduced, homework assignment may be given for the reading of dialogues, of selected reading passages, and of controlled or original dialogues or skits. In the beginning stages of writing instruction, assignments will include copying of selected material that has been mastered audio-lingually and visually. This will be followed by written homework involving pattern drills, variations, substitutions, transformations, and complete answers to dialogue and to reading comprehension questions. Assignment of selected textbook exercises will become a regular feature of homework after reading and writing have been introduced.

The general principles to be observed in planning and assigning homework are:

1. Homework should be based on what has been learned in class.
2. Oral practice of the assignment in class should always precede work that the pupils are to do at home.
3. Homework should be properly motivated and precise directions given about the extent of the work and the operations to be performed.
4. The assignment should not be too complex or too lengthy.
5. Provision should be made for individual differences; i.e., an extra amount, or a more difficult exercise, should be made optional for extra credit.
6. Correction of homework under teacher supervision should follow regularly after each assignment.

THE TEACHING OF CULTURE

Culture is a many-faceted study that embraces the social sciences, anthropology, and the arts. Aspects of culture treated by the social sciences are chiefly history, geography, economics, and politics. Anthropology, or the science of human behavior, studies a much broader field which includes the whole cultural environment of a linguistic area; e.g., social organization, ethnic characteristics, modes of behavior, education, customs, folkways, value systems, etc. Pertinent to the arts is the study of literature, music, dance, sculpture, architecture, etc. Considering its many ramifications the field of cultural study is so vast that it presents a problem of selection and time scheduling to the foreign language teacher, whose main concern must be the teaching of the foreign language itself.

Attempting to superimpose a complete course in Russian culture upon the time-consuming business of teaching Russian is obviously impossible within the time allotted. Selecting a few random topics of culture such as writers, musicians, scientists, statesmen, etc., is also unsatisfactory, for this generally leads to fragmentary knowledge. However, if we follow the suggestion of Politzer (see Bibliography), and define culture as the totality of the ways of life of a language community, and if we view language as the essential medium for its expression, then we affirm the identity between language and culture which makes teaching the one tantamount to teaching the other. In other words, we can teach the foreign culture *in* and *through* the

foreign language itself. By integrating language with culture, teachers of Russian may rest assured that in teaching the Russian language, they will *ipso facto* be teaching Russian culture; moreover, they will be teaching an aspect of culture which lies within their special province and which, usually, is not taught by teachers of related subjects, e.g., social studies.

Language as Culture

From the point of view of language as culture, the cultural subject matter to be taught is contained in the basic textbook or in the materials of instruction. The dialogues learned during the pre-textbook phase contain cultural data which are integral with language. For example, an inevitable concomitant of teaching the forms of address is teaching the social customs and situations which determine the use of one form rather than another. The very rules for using the forms of address afford cultural insights as to the psychology of the foreign people, their attitudes of respect for elders and strangers, their sensitivity to nuances of speech reflecting family relationships, degrees of intimacy, and differences of age and of social status. All of these insights represent cultural data which are taught integrally with linguistic skills.

Culture in the Pre-Reading Phase

In order to teach culture in terms of insights into the ways of life of the foreign people as reflected in their everyday speech, the teacher should make an inventory of culture-laden structures, vocabulary, idioms, proverbs, sayings, etc., which occur in the lessons to be covered audio-lingually during the pre-reading phase. After each such item, the teacher should note its cultural implications, as was done with the forms of address. The list of linguistic-cultural topics, so derived, furnishes the cultural subject matter to be taught and tested during the pre-reading phase. Most of the following topics suggested to the teacher have been abstracted from a cultural inventory by Nelson Brooks (see Bibliography).

LINGUISTIC-CULTURAL TOPICS

- | | |
|----------------------------|----------------------------|
| 1. forms of address | 5. use of expletives |
| 2. greetings and farewells | 6. levels of speech |
| 3. polite phrases | 7. the number system |
| 4. intonation and meaning | 8. cognates and loan-words |

- | | |
|--------------------------------|---------------------------------|
| 9. word formation | 12. classroom expressions |
| 10. proverbs and sayings | 13. formulas for introductions |
| 11. rhymes, jingles, and songs | 14. phrases used in telephoning |

No attempt has been made to apply these topics to any particular textbook. Each teacher will adapt these suggested topics to the textbook or materials being used. Only those topics which actually occur in the teacher's own inventory should be taken up during the pre-reading phase. Topics should be treated in their natural dialogue context. Cultural contrasts and comparisons should be brought out by reference to pupils' experiences. To avoid excessive explanations in English, appropriate responses in Russian and appropriate actions and behavior should be the criteria for judging whether pupils have learned, in a functional sense, the linguistic-cultural implications of a dialogue situation. Whenever possible, the teacher should make use of audio-visual aids keyed to the textbook or teaching materials; e.g., disc- or tape-recorded dialogues accompanied by slides or filmstrips and sound-films providing an authentic cultural background to Russian speech.

Culture in Reading and Writing Readiness Activities

As was indicated in previous sections of this bulletin, a certain amount of reading in English, and of writing in either English or in Russian, would be done during the pre-reading phase of instruction. Reading and writing, at this early stage, were referred to as "reading readiness" and "writing readiness" activities. It was recommended that these activities should not be overemphasized at the expense of language learning practice.

These activities permit the exploration of cultural backgrounds beyond the strictly linguistic-cultural topics suggested above. Outside reading in English, for example, could conceivably range over the entire gamut of Russian culture, limited only by the time available and the maturity of the pupil. Map-making could tie in with geography and travel; making a calendar, with holidays and festivals; drawing and labeling an anatomical chart, with physical exercise and health; drawing a costume picture, with native garb and contrasts in dress and grooming; etc.

In planning and assigning such activities and projects, economy of time should be a guiding principle. It is neither necessary nor advisable, at this stage, to treat these topics exhaustively. The systematic study of culture need not begin until later, when it can be done entirely in Russian via a cultural reader.

For detailed suggestions as to projects and activities during the pre-reading phase, see the preceding sections entitled Supplementary Reading, p. 17; Writing, p. 18; and Homework, p. 33.

Culture Integrated with Reading and Writing

In the second half of Level I, after reading and writing have been introduced, the range of cultural topics will be widened to include some which are not strictly of the linguistic-cultural type given above. These cultural topics will still inevitably retain linguistic overtones, but increasing emphasis will be placed on the situations and content of dialogues and reading material. In many up-to-date foreign language textbooks for secondary schools, this content deals with features of everyday life in the foreign country in situations comparable to those which confront American youngsters of high school age. Again, the teacher is cautioned not to engage in an exhaustive treatment of culture topics. Only those which occur in the textbook being used should be taken up.

In addition to the broad cultural insights and appreciations afforded by the foregoing cultural topics, both linguistic and situational, specific cultural data for Levels I and II are listed under the Content and Scope for these levels (pp. 59-62, 79-83). This is done to provide a body of common learnings dealing with Russian culture for all pupils in Levels I and II, no matter in which division or grade they happen to be. Similarly, cultural data for subsequent levels are given under Content and Scope in each level.

The Teaching of Culture in Level II

The same general principles already established for the teaching of culture in the various stages of Level I should govern the theory and practice of teaching culture in Level II. Topics already begun may now be resumed, but previously acquired knowledge and insights should be rounded out and enriched. Culture topics or cultural lessons in the textbook should be taken up or elaborated when they become pertinent as a result of pupils' interests, observations, and experiences.

In addition, some of the previously treated topics which may have been omitted can now be taken up if they occur in the lessons of Level II. As previously stated, cultural topics are listed under Content and Scope, Levels I and II, pp. 59-62; 79-83. These should serve as a

checklist for the teacher to determine which topics have been omitted. However, whether the topic is old or new, its treatment should be integrated with the teaching of Russian, should emphasize features of everyday life in Russia, and, above all, should aim at the acquisition of insights and appreciations rather than an agglomeration of miscellaneous facts. It may be reasonably assumed that, by the end of Levels I and II, pupils will have acquired in the ways suggested an experience-based, functional body of knowledge, insights, and appreciations that fulfill the cultural aims posited for these levels.

A summary of the principles and practices in planning and teaching culture follow.

1. Language is the essential medium by which the members of a speech community express the whole complex of their way of life, which constitutes their culture.
2. The study of culture, therefore, is to be viewed from the perspective of everyday life in the foreign speech community in situations comparable to those which confront American pupils of high school age.
3. The aim of cultural study is to acquire understanding, insights, attitudes, and appreciations rather than encyclopedic information.
4. Since language is filled with cultural meanings, the approach to the study of culture should be through the foreign language, i.e., the cultural implications of linguistic elements.
5. As far as possible, culture should be taught in the Russian language as a concomitant of teaching linguistic skills. Appropriate responses in Russian and appropriate actions and behavior may be taken as evidence of functional understanding of the implications of a cultural situation.
6. The further study of culture is rounded out and enriched by activities, projects, and reports based on pupils' interests, observations, and experiences; it is made pertinent by cultural references in the textbook and by current allusions in mass media of information. In addition, to insure acquisition of common learnings, specific cultural data are listed for all pupils under Content and Scope for each level.
7. Audio-visual aids should be geared to the textbook or teaching materials. The classroom should evoke the atmosphere of Russian culture through pictures, charts, posters, and displays, preferably made or contributed by students.

CONTENT AND SCOPE, LEVEL I

Grammatical Structures

The structures listed in Levels I and II are to be taught for mastery within the limits indicated. The model sentences and phrases are illustrations of the applications intended. This does not preclude the occurrence, in a particular level, of structures other than those listed here; but such other structures are not to be drilled for mastery; they are to be treated as vocabulary items. Following this principle, the teacher may make use of whatever vocabulary and patterns are natural in a particular dialogue, limiting intensive drill only to those items which appear in this list.

Level I: First Half

I. NOUNS

Declension: Singular in all cases and plural in the nominative

A. 1st Declension

Masculine ending in hard or soft consonant or -й: стол, приятель, трамвай

Neuter ending in -о, -е, or -ие: окно, море, сочинение

B. 2nd Declension

Feminine nouns ending in -а, -я, or -ия: рыба, тётя, Италия

C. Certain words of foreign ending in -о, -е, or -и are not declinable: пальто, кофе, такси

II. PRONOUNS

Declension: Singular in all cases and plural in the nominative

A. Personal: я, ты и т. д.

B. Possessive: мой, ваш и т. д.

C. Demonstrative: этот, тот

D. Relative and interrogative: который, какой, кто, что — has no plural

III. ADJECTIVES

A. Agreement with nouns

B. Endings

1. Hard -ой, -ая, -ое: молодой; -ый, -ая, -ое: новый

2. Soft -ий, -яя, -ее: синий

IV. VERBS

Imperfective aspect of regular verbs of the 1st and 2nd conjugations: читать, говорить

A. Tenses

1. Present and past
2. Past and future of: быть

B. Imperative

2nd person singular and plural: Читай! Читайте! Говори! Говорите!

V. ADVERBS

A. Positive degree derived from the short form neuter adjective: хорошо

B. Adverbial phrases: дома, домой, утром, днём, летом и т. д.

VI. PREPOSITIONS

A. Genitive with: у, около, после

B. Dative with: к

C. Accusative with: в, на

D. Instrumental with: с

E. Prepositional with: в, на, о

VII. CONJUNCTIONS AND NEGATIVES

A. и, а, но, или

B. не, нет

VIII. NUMERALS

A. Cardinals to 100, nominative only: один, два, три и т. д.

B. Use of nominative singular with compounds of 1 (21, 31 etc.)

C. Use of genitive singular with 2, 3, 4, and their compounds

IX. SPELLING RULE

A. Use of -и instead of -ы after gutturals and sibilants: книги, мухи, каши, русский, дачи, ножи, овощи

B. In cognates, the following replacements of letters are made:

W becomes В (Washington — Вашингтон)

H becomes Г (Hero — Герой) or H is omitted (Hotel — Отель)

Au becomes Ав (Automobile — Автомобиль)

Eu becomes Ев (Europe — Европа)

Th becomes Т (Theatre — Театр) or Ф (Арифметика)

Level I: Second Half

I. NOUNS

Declension

- A. Singular in all cases of 3rd declension
- B. Plural in all cases of all 3 declensions

II. PRONOUNS

Declension: Plural in all cases

- A. Personal: мы, вы и т. д.
- B. Possessive: наши, их и т. д.
- C. Demonstrative: такие, эти, те
- D. Relative and interrogative: которые, какие
- E. Usage and declension of reflexive: себя
- F. Usage and declension of reflexive possessive: свой

III. ADJECTIVES

- A. Declension of the hard and soft in the singular and plural
- B. Use of adjectives as nouns: рабочий, столовая, сладкое

IV. VERBS

- A. Reflexive-type verbs ending in -ся
 - 1. Having reflexive meaning: умываться
 - 2. Having reciprocal meaning: знакомиться
 - 3. Not having any reflexive meaning: смеяться
- B. Imperfective verbs of motion: ходить, идти; ездить, ехать
 - 1. Indeterminate — ходить, ездить
 - a. General movement, not specific direction: Девочка ходит пешком, а мальчик ездит по городу.
 - b. Habitual or repetitive movement in specific directions: Девочка ходит в город каждый день, а мальчик ездит туда раз в неделю.
 - 2. Determinate — идти, ехать
 - a. Movement in a definite direction, at a definite time: Сегодня я иду в библиотеку. Завтра он едет в город.
- C. Perfective verbs
 - 1. Past — formed like the imperfective, i.e., with the suffix -л
 - 2. Future — formed like the present imperfective

V. ADVERBS

- A. Place where: где, там, тут, здесь
- B. Place to and from where: куда, туда, сюда, отсюда, откуда.

VI. PREPOSITIONS

- A. Genitive with: без, для, из, от
- B. Dative with: по (по улице)
- C. Instrumental with: над, перед, под

VII. NUMERALS

- A. Use of genitive plural with numeral 5 and its compounds
- B. Declension of cardinals 1 to 30
 - 1. One is declined like a pronoun
 - 2. Two, three, and four are partly declined like pronouns
 - 3. Five to twenty and thirty are declined like 3d declension
- C. Declension of ordinals 1 to 30 (declined like adjectives)
Exceptions: третий, третья, третье

VIII. TIME EXPRESSIONS

- A. Hours: час, два часа, пять часов
- B. Days of the week — usage with accusative: В субботу я гуляю.
- C. Months only or years only—usage with prepositional case:
Она приехала в мае. Он родился в тысяча девятьсот шестьдесят четвёртом году.

Topical Vocabulary Lists, Level I

These topical vocabulary lists represent selected items taken from the alphabetical lists and grouped around specific topics to facilitate conversation and composition. They do not include idiomatic expressions, which can be found on pages 51-52.

1. SCHOOL

девочка	класс	ученица
девушка	лекция	учитель
есть	мальчик	учительница
заниматься	наизусть	учить
звать	студент	учиться
изучать	студентка	школа
имя	ученик	

2. CLASSROOM

братъ	картина	поставить
взять	комната	потолок
видеть	место	свет
губка	окно	слушать
дверь	парта	смотреть
доска	пол	стена
карта	положить	чернила

3. LESSONS AND HOMEWORK

алфавит	ответить	сказать
бумага	отвечать	словарь
вопрос	ошибка	слово
газета	перевод	спрашивать
говорить	перо	спросить
журнал	писать	страница
задача	план	считать
карандаш	повторить	тетрадь
книга	повторять	упражнение
мел	понимать	урок
объяснить	поправить	фраза
объяснять	поправлять	читать
ответ	работа	экзамен

4. LANGUAGE

английский	нет	разговаривать
голос	по-английски	русский
громко	по-испански	тихо
да	по-итальянски	французский
испанский	по-русски	язык
итальянский	по-французски	ясно
медленно		

5. FAMILY

брат	мама	рождение
дети	мать	семья
дочь	муж	сестра
жена	отец	сын
жить	ребёнок	фамилия
маленький	родитель	

6. RELATIVES AND FRIENDS

бабушка	люди	сосед
дедушка	мужчина	соседка
друг	подруга	тётя
дядя	приятель	умереть
женщина	родственник	человек

7. COLORS

белый	коричневый	серый
голубой	красный	синий
жёлтый	розовый	цвет
зелёный	серебряный	чёрный

8. OCCUPATIONS

адвокат	милиционер	рабочий
врач	мясник	сапожник
дежурный	офицер	солдат
доктор	пекарь	фабрика
инженер	портной	

9. CLOTHING

блузка	пальто	сумка
брюки	перчатки	туфли
воротник	платок	чулок
галстук	платье	шапка
носить	плащ	шарф
одеваться	раздеваться	шляпа
одежда	рубашка	

10. DAYS OF THE WEEK

день	понедельник	четверг
неделя	вторник	пятница
воскресенье	среда	суббота

11. MONTHS

месяц	май	сентябрь
январь	июнь	октябрь
февраль	июль	ноябрь
март	август	декабрь
апрель		

12. SEASONS AND HOLIDAYS

весна	лето	Пасха
времена года	Новый год	праздник
зима	осень	Рождество
каникулы		

13. CARDINAL NUMBERS

счёт	двенадцать	шестьдесят
один-одна-одно	тринадцать	семьдесят
два-две	четырнадцать	восемьдесят
три	пятнадцать	девяносто
четыре	шестнадцать	сто
пять	семнадцать	двести
шесть	восемнадцать	триста
семь	девятнадцать	четыреста
восемь	двадцать	пятьсот
девять	тридцать	тысяча
десять	сорок	миллион
одиннадцать	пятьдесят	нуль (ноль)

14. ORDINAL NUMBERS

первый	одиннадцатый	двадцатый
второй	двенадцатый	тридцатый
третий	тринадцатый	сороковой
четвёртый	четырнадцатый	пятидесятый
пятый	пятнадцатый	шестидесятый
шестой	шестнадцатый	семидесятый
седьмой	семнадцатый	восемидесятый
восьмой	восемнадцатый	девяностый
девятый	девятнадцатый	сотый
десятый		

15. ARITHMETIC

арифметика	минус	половина
больше	много	раз
и	номер	часть
мало	плюс	четверть
меньше		

16. TIME

вечер	календарь	сегодня
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время	минута	секунда
вчера	ночь	утро
год	поздно	час
завтра	рано	число

17. ANIMALS

бык	кошка	орёл
волк	курица	осёл
животное	лев	птица
зверь	лиса	рыба
корова	лошадь	свинья
кот	медведь	собака

18. FRUITS AND FLOWERS

абрикос	груша	сирень
апельсин	персик	яблоко
банан	роза	

19. NATURE

вода	луна	небо
воздух	мир	собака
звезда		

20. COUNTRY

деревня	лес	река
дерево	листья	сад
дорога	озеро	цветок
гора	поле	

21. PARTS OF THE BODY

волосы	нога	рука
глаз	нос	спина
голова	палец	тело
орло	плечо	ухо
сивот	рот	шея
уб		

22. HEALTH

болен	здоров	лекарство
болеть	здоровый	насморк
больной		

23. WEATHER		
ветер	плохой	тепло
дождь	погода	холодно
жарко	снег	хороший
климат	температура	
24. THE HOUSE		
ванна	квартира	спальня
ванная	ключ	столовая
гостиная	коридор	телефон
дом	кухня	уборная
звонок		
25. FURNITURE		
висеть	кровать	стол
диван	лампа	стоять
зеркало	мебель	стул
кресло		
26. ACTIONS		
бросать-бросить	закрывать-ся	спать
вставать-встать	закрыть	стирать
встречаться-	открывать-	умываться-
встретить	открыть	умыться
делать-сделать	работать	
27. MEALS		
аппетит	закуска	официант
есть	кушать	принести
завтрак	меню	ресторан
завтракать	обед	ужин
заказать	обедать	ужинать
28. FOOD		
борщ	мясо	суп
жаркое	овощи	сыр
икра	продукты	хлеб
капуста	сахар	щи
картофель	сладкое	яйцо
масло	соль	

29. BEVERAGES

вино
кофе
молоко

пить
полный
пустой

шоколад
чай

30. DISHES

вилка
ложка
нож

салфетка
скатерть
стакан

тарелка
чашка

31. THE CITY

автобус
бульвар
город
дача
интересный

метро
музей
парк
почта
такси

трамвай
улица
церковь
штат

32. SOCIAL RELATIONSHIPS

адрес
господин
госпожа
гражданин
гражданка
дама

клуб
мой
открытка
подарок
письмо

пригласить
приглашать
садиться
свадьба
телеграмма

33. SHOPPING

аптека
деньги
дёшево
дорого

заплатить
лавка
магазин
пекарня

пешком
покупать
продавать

34. NATIONS

Америка
американец
Англия
англичанин

Германия
Испания
Италия
Канада

Россия
Соединённые
Штаты
Франция
Швейцария

35. ACTIVITIES

баскетбол
бегать
бежать

искать
класть
кончить

мяч
найти
начинать

волейбол ждать	культура музыка	сидеть упасть
36. TRAVEL автомобиль багаж билет велосипед ездить	ехать идти пароход поезд поездка	приехать прийти приходить самолёт ходить
37. AMUSEMENT бал гулять играть кино концерт патефон	петь песня плавать пластинка прогулка	радио слышать танцевать театр шахматы
38. EMOTIONS беспокоиться бояться весело грустно любить	плакать потому что почему рад скучно	смеяться уставать хотеть чувствовать
39. THOUGHT верить думать	забыть знать	желать узнать
40. WHEN всегда в то время долго иногда как раз	когда никогда опять после послезавтра	сейчас скоро теперь тогда часто
41. WHERE близко везде внизу где	куда наверху налево направо	откуда сюда там туда

далеко здесь	недалеко	тут
42. QUANTITY		
бутылка	кусок	пара
достаточно	мало	сколько
ещё	много	слишком
килограмм	несколько	
43. QUALITIES		
высокий	лёгкий	тёплый
длинный	низкий	толстый
добрый	новый	тяжёлый
дорогой	светлый	узкий
злой	старый	холодный
красивый	талантливый	широкий

Idiomatic and Everyday Expressions

Level I: First Half

- | | |
|------------------------------|----------------------------------|
| 1. Большое спасибо! | 21. Какое сегодня число? |
| 2. Будьте добры! | 22. Который теперь час? |
| 3. Будьте здоровы! | 23. Мне нравится |
| 4. В котором часу? | 24. Мне пятнадцать лет |
| 5. В три часа | 25. Мне холодно, лучше, |
| 6. Доброе утро! | хуже |
| 7. Добрый вечер! | 26. Не за что! |
| 8. До завтра! | 27. Очень приятно познакомиться! |
| 9. До свидания! | 28. Садитесь, пожалуйста! |
| 10. Ехать поездом | 29. С днём рождения! |
| 11. Здравствуйте! | 30. Сегодня вечером |
| 12. Желаю вам успеха! | 31. Сидеть дома |
| 13. Играть в мяч | 32. Сколько ему лет? |
| 14. Играть на рояле | 33. С Новым годом! |
| 15. Идёт дождь, снег | 34. С Рождеством |
| 16. Извините, пожалуйста! | Христовым! |
| 17. Как вас зовут? | 35. Сотрите с доски |
| 18. Как ваша фамилия? | 36. Что у вас нового? |
| 19. Как ваше имя и отчество? | 37. Что это значит? |
| 20. Как вы поживаете? | |

Level I: Second Half

- | | |
|---|-------------------------|
| 1. Во время | 18. Принимать душ |
| 2. В чём дело? | 19. Приятного аппетита! |
| 3. Выучите наизусть | 20. Провести время |
| 4. Делать покупки | 21. Сколько времени? |
| 5. Ехать за границу | 22. Смотреть телевизор |
| 6. Ехать на восток, запад,
юг, север | 23. Спокойной ночи! |
| 7. Идёт к лицу | 24. Счастливого пути! |
| 8. Идти по улице | 25. С удовольствием! |
| 9. Как дела? | 26. Так себе |
| 10. Как жаль! | 27. Тому назад |
| 11. К сожалению | 28. Что вам угодно? |
| 12. К счастью | 29. Что идёт в кино? |
| 13. Ложиться спать | 30. Что с тобой? |
| 14. Молодец! | 31. Что за вопрос? |
| 15. Ничего себе | 32. У меня болит голова |
| 16. Позвоните мне | 33. У тебя насморк? |
| 17. Пора вставать | 34. Хлеб с маслом |

Songs

Level I: First Half

1. Где эта улица?
2. Во кузнице (народная песня).
3. Катюша (музыка Блантера, слова Исаковского).
4. Пусть всегда будет солнце (музыка Островского, слова Ошанина).
5. Во поле берёзка стояла (народная песня).

Level I: Second Half

1. Прощай деревня.
2. Подмосковные вечера (музыка Соловьёва-Седого, слова Матусовского).
3. Калинка (народная).
4. Эх, дороги (музыка Новикова, слова Ошанина).
5. На последнюю пятёрку.
6. Ивушка.

Proverbs

Level I: First Half

- | | |
|--------------------------------|-----------------------------|
| 1. Дело мастера боится. | 4. Рука руку моет. |
| 2. Лучше поздно, чем никогда. | 5. Что на уме, то на языке. |
| 3. Не всё золото, что блестит. | 6. Утро вечера мудренее. |

Level I: Second Half

- | | |
|-------------------------------------|----------------------------|
| 1. Все за одного, один за всех. | 4. Коту смех, мышам слёзы. |
| 2. Век живи, век учись. | 5. Чем богаты, тем и рады. |
| 3. Других не суди, на себя погляди. | 6. Семеро одного не ждут. |

Alphabetical Checklist, Level I Vocabulary

This alphabetical list represents the minimum vocabulary to be learned in Russian, Level I. It provides a checklist for the teacher in selecting words for mastery from the textbooks used by the class and in selecting words for uniform or citywide examinations.

This list does not include the vocabulary used in the idiomatic and everyday expressions, proverbs, or suggested song titles. Nouns are given in the nominative singular, pronouns and adjectives in masculine nominative singular, and verbs in the infinitive form.

а	апрель	блузка
абрикос	аптека	болен
август	арифметика	болеть
автобус		больной
автомобиль	бабушка	больше
адвокат	багаж	борщ
адрес	баскетбол	бояться
алфавит	бегать	брат
Америка	бежать	братъ
американец	без	Бруклин
английский	белый	брюки
англичанин	берёза	бульвар
Англия	беспокоиться	бумага
Анна	библиотека	бутылка
апельсин	билет	бык
аппетит	близко	быть

в	вчера	девушка
ванна	вы	девяносто
ванная	высокий	девятнадцать
ваш		девятнадцатый
Вашингтон	газета	девятый
езде	галстук	девять
велосипед	где	дедушка
Вера	Германия	дежурный
верить	глаза	декабрь
весело	говорить	делать
весна	год	день
ветер	голова	деньги
вечер	голос	деревня
взять	голубой	дерево
видеть	гора	десятый
вилка	горло	десять
вино	город	дети
виноград	господин	дёшево
висеть	госпожа	диван
вместе	гостиная	длинный
внизу	готовиться	для
вода	гражданин	до
воздух	гражданка	добрый
волейбол	громко	дождь
волк	грустно	доктор
волосы	груша	долго
вопрос	губка	дом
воротник	гулять	дорога
восемнадцать		дорого
восемьдесят	да	доска
воскресенье	далеко	достаточно
восьмой	дама	дочь
вот	дача	друг
врач	два	другой
время	двадцать	думать
всегда	двадцатый	дядя
вставать	двенадцать	
встать	двенадцатый	жарко
встречаться	дверь	жаркое
вторник	двести	ждать
второй	девочка	желать

жёлтый
жена
женщина
Женя
живот
животное
жить
журнал

ездить
есть
ехать
ещё

забыть
завтра
завтрак
завтракать
задача
закрыть
закуска
заниматься
заплатить
звать
звезда
зверь
звонок
здесь
здоровый
здравствуйте
зелёный
земля
зеркало
зима
злой
знать
значить
зуб
зубной

и
Иван
играть
идти
из
изучать
икра
или
имя
иметь
инженер
иногда
интересный
искать
Испания
испанский
Италия
итальянский
июль
июнь

к
календарь
как
какой
Канада
каникулы
капуста
карандаш
карта
картина
картофель
квартал
квартира
килограмм
кино
Клара
класс
классная
климат
клуб

ключ
книга
когда
Коля
комната
концерт
кончить
коридор
коричневый
корова
кот
который
кофе
кошка
красивый
красный
кресло
кровать
кстати
кто
куда
культура
курица
кусочек
кухня
кушать

лавка
лампа
лев
лёгкий
лекарство
лекция
Ленинград
лес
лето
ли
Лиза
лиса
лист
ложка

лошадь
луна
любить
люди

магазин
май
маленький
мало
мальчик
мама
Мария
март
масло
мать
Маша
мебель
медведь
медленно
мел
меньше
меню
место
месяц
метро
милиционер
миллион
минус
минута
мир
много
можно
молодой
молоко
море
Москва
мой
мочь
муж
мужчина
музей

музыка
мясник
мясо
мяч

на
наверху
над
наизусть
найти
налево
направо
насморк
нация
наш
начинать
не
небо
недалеко
неделя
несколько
нет
низкий
никогда
Николай
но
новый
нога
номер
нос
носить
носовой
ночь
Нью-Йорк
ноябрь
нужно
нуль

о
обед
обедать

объяснить
объяснять
овощи
одеваться
одежда
один
одиннадцать
одиннадцатый
озеро
океан
окно
около
октябрь
Ольга
он
опять
орёл
осёл
осень
от
ответ
отвечать
отец
открытка
открыть
откуда
офицер
очень
ошибка

палец
пальто
папа
пара
парикмахер
парк
пароход
парта
Пасха
патефон
пекарня

первый
перевод
перед
перо
персик
перчатки
песня
петь
пешком
писать
письмо
пить
плавать
плакать
план
пластинка
платок
платье
плащ
плечо
плохой
плюс
по
по-английски
повторить
повторять
погода
под
подарок
подруга
поезд
поездка
пожалуйста
поживать
поздно
позже
познакомиться
по-испански
по-итальянски
покупать
пол

после
полный
половина
положить
получить
понедельник
понимать
поправлять
по-русски
после
послезавтра
потолок
потому что
по-французски
почему
почта
праздник
приблизительно
приехать
пригласить
приглашать
прийти
принести
приходить
приятель
приятно
продавать
продукты
прогулка
птица
пустой
Пушкинский
пять
пятнадцать
пятнадцатый
пятница
пятьдесят
пятьсот
пятый
работа

работать
рабочий
рад
радио
раз
разговаривать
раздеваться
рано
ребёнок
река
ресторан
родители
родственник
рождение
Рождество
роза
Россия
рот
рубашка
рука
русский

с
сад
садиться
салфетка
самолёт
сапожник
сахар
свет
светлый
свадьба
свидание
свинья
свой
себе
седьмой
сегодня
сейчас
секунда
семь

семьдесят
семнадцатый
семнадцать
семья
сентябрь
серебряный
серый
сестра
сидеть
синий
сказать
скатерть
сколько
скоро
скучно
сладкое
слишком
словарь
слово
слушать
слышать
смеяться
смотреть
снег
собака
соединённый
солдат
солнце
соль
сорок
сосед
соседка
сотый
спальня
спасибо
спать
спрашивать
спросить
среда
стакан
станция

старый
стена
Степан
стирать
сто
стол
столовая
стоять
страница
студент
студентка
стул
суббота
сумка
суп
счастливо
счёт
считать
сын
сыр
сюда

так
такси
такой
талантливый
там
танцевать
тарелка
твой
театр
телеграмма
телефон
тело
температура
теперь
тепло
тетрадь
тёплый
тётя
тихо

тогда
тоже
толстый
только
тот
трамвай
третий
три
тридцатый
тридцать
тринадцатый
тринадцать
триста
туда
тут
туфли
тысяча
тяжёлый

у
уборная
увидеться
ужин
ужинать
узкий
узнать
улица
умереть
умываться
упасть
упражнение
урок
уставать
утро
ухо
ученик
ученица
учитель
учительница
учить
учиться

фабрика	человек	шестой
фамилия	чернила	шесть
февраль	четверг	шестьдесят
Федя	четверть	шея
фраза	четвёртый	широкий
французский	четыре	школа
Франция	четыреста	шляпа
	четырнадцатый	шоколад
хлеб	четырнадцать	штат
ходить	чёрный	
холодно	число	щи
хороший	читать	экзамен
хотеть	что	этаж
	чувствовать	это
цвет	чулок	этот
цветок		
церковь	шапка	я
	шарф	яблоко
чай	шахматы	язык
час	Швейцария	яйцо
часто	шестнадцатый	январь
чашка	шестнадцать	ясно

Culture Topics, Level I

As explained in the previous section on The Teaching of Culture, pp. 35-39, the student will receive an introduction to Russian culture through the language. In addition, the following reference list is provided for the teacher. The facts outlined below deal with the topics to be treated in Level I. It is not intended that pupils be given all this information. Teachers will decide which items to present and hold pupils responsible for. These topics are best taken up as they become pertinent through current affairs, the observance of holidays and anniversaries, allusions in textbooks, the daily press and magazines, films, radio and television programs.

Why Are We Interested in the Study of Russian?

1. Vocational Interests

In a world where travel by jet airplane is a reality, the demand for men and women with training in foreign languages is ever increasing.

There is a growing need for government employees, diplomatic and consular representatives, and industrial personnel who are bilingual or who have a working knowledge of two or more languages.

Some fields in which a knowledge of one or more foreign languages is useful, or even indispensable, are:

- Diplomatic service
- Careers on operatic and concert stage
- Import and export trade
- Foreign banking
- Newspaper and magazine editing
- Museum work
- Teaching of foreign languages
- Scientific research
- Library service
- Travel and tourist agencies
- Intelligence and security agencies
- Translating and interpreting
- Bilingual stenography
- Radio broadcasting
- Employment by specialized agencies of the United Nations

2. Avocational Interests

Even when the study of a foreign language is not a requirement for a specific career or job, the ability to understand and speak another language may be an asset to any individual. Many personal interests and leisure-time pursuits are associated with an appreciation of the language, life, and customs of people in other parts of the globe.

Some avocational activities involving knowledge of a foreign language are:

- Travel (knowing the language of the people makes the trip meaningful)
- Reading foreign literature in the original form
- Enjoyment of foreign films, plays, operas, concerts
- Understanding foreign broadcasts
- Communicating with visitors from foreign countries

3. Importance of the USSR in the World Today

- World power
- Communist power
- Science
- Arts
- Understanding between peoples

What Is Russia Like?

1. Physical features

Location: in Europe; in Asia

Major cities: Moscow, Leningrad, Kiev, Tbilisi, Baku, Tashkent, Alma-Ata, Novosibirsk, Sverdlovsk, Kuibyshev, Gorky

Major rivers: Volga, Don, Neva, Dnieper, Ob, Amur, Lena, Yenisei

Oceans: Arctic, Pacific

Seas: Black, Caspian, Baltic, Azov

Lakes: Baikal, Balkash, Ladoga

Climate: Continental, with long sub-zero winters and short temperate summers

Zones of vegetation: tundra, taiga, wooded steppe, black-soil steppe, semidesert, and subtropical

Mountains: Urals, Caucasian, Pamir, Altai

Boundaries: Norway, Finland, Poland, Czechoslovakia, Hungary, Roumania, Turkey, Iran, Afghanistan, China, Mongolia, North Korea

2. Population

There are approximately 235 million people in Russia belonging to about 108 different nationalities. Many religions are represented, but most of the population is either Russian Orthodox or Muslim. More than 150 languages are spoken.

3. Republics of the USSR (15)

<i>Republic</i>	<i>Capital</i>
Armenian SSR	Erevan
Azerbaijan SSR	Baku
Belorussian SSR	Minsk
Estonian SSR	Tallin
Georgian SSR	Tbilisi
Kazakh SSR	Alma-Ata
Kirgiz SSR	Frunze
Latvian SSR	Riga
Lithuanian SSR	Vilnius
Moldavian SSR	Kishinev
Russian SFSR	Moscow
Tadzhik SSR	Dushanbe
Turkmen SSR	Ashkhabad
Ukrainian SSR	Kiev
Uzbek SSR	Tashkent

Literature and Culture

Literature in Russia has always been a significant channel for the depiction of the social scene. To best understand Russia and its people it is important to go to the writings of the great Russian authors, which reflect so faithfully the way of life of the various strata of society at different periods of Russian history.

During the pre-reading phase of Russian instruction, it is suggested that students be encouraged to become acquainted with the rich literary heritage of Russia by reading and reporting on selected works in English translation. Readings should include biographies of famous Russian writers as well as selections from the works of Pushkin, Lermontov, Gogol, Turgenev, Dostoyevsky, Tolstoy, Chekhov, Gorky, and the Soviet writers. Short poems of Pushkin, Lermontov, Nekrasov, Blok, and Yeznin can be memorized in the original.

CONTENT AND SCOPE, LEVEL II

Grammatical Structures

The following outline of grammar topics for Level II is predicated on the assumption that all topics and skills included in Grammatical Structures, Level I, have been covered and tested for mastery. A thoroughgoing and well-planned review of Level I is essential as a foundation for further learning.

Level II: First Half

I. NOUNS

A. Review of all 3 declensions in singular and plural

B. Irregulars

- | | |
|--|------------|
| 1. Ten neuter nouns ending in -я: время | Infix -ен- |
| 2. Two nouns of 3d declension: мать, дочь | Infix -ер- |
| 3. In plural only: брат, братья; перо, перья | Infix -ь- |
| и т. д. | |

II. PRONOUNS

A. Review all types in singular and plural

B. Syntactical use of который: agreement only in number and gender (but not in case) with its antecedent.

III. ADJECTIVES

A. Review hard and soft in singular and plural

B. Comparative degree

1. Simple—formed with ending -е, or -ее: больше, длиннее. Consonant mutations always take -е ending: молодой — моложе; тихо — тише и т. д.
2. Compound — with более, менее: Киев более красивый город.
3. Usage with чем in the nominative case: Он старше, чем я.
4. Without чем in the genitive case: Он старше меня.

IV. VERBS

- A. The addition of prefixes to verbs of motion results in slight variations of meaning: вы-, у-, про-, пере-, за-, до-, и т. д.
- B. Differentiation in verbs of learning and studying: учить, учиться, заниматься, изучать.

V. ADVERBS

- Comparative degree—formed like adjectives
Simple: Маша танцует быстрее его.
Compound: Теперь менее холодно, чем вчера.

VI. PREPOSITIONS

- A. Genitive with: до, с, против, вместо, вокруг, кроме
- B. Accusative with: за, под, через
- C. Instrumental with: между, за
- D. Prepositional with: при

VII. NUMERALS

- A. Declension of: оба, обе
- B. Cardinals to 1,000,000 in nominative only

VIII. TIME EXPRESSIONS

- A. With половина, четверть: Уже половина восьмого.
- B. With minutes of next hour: Уже пять минут седьмого.
- C. After the hour: Скоро будет семь двадцать.
- D. Time duration with the accusative: Они не спали всю ночь. Мы провели целый год в СССР.

IX. SPELLING RULE

After sibilants, in unstressed position, use -е instead of -о in nouns and adjectives in instrumental and locative cases: мужем, дачей, Машей, улицей, рощей, свежей, хорошей и т. д.

Level II: Second Half

I. NOUNS (Irregular)

- A. Hard in the singular but soft in the plural: сосед — соседи; чёрт — черти
- B. Neuter nouns in the plural: яблоки, плечи, колени, уши, небеса
- C. Consonant mutation in the plural: друг — друзья
- D. Masculine nouns with stressed -а or -я ending in the nominative plural: доктор — доктора; учитель — учителей

II. PRONOUNS

- A. Indefinite particles: some -то; any -нибудь: кто-то, кто-нибудь
- B. Declension and use of reciprocal pronoun: друг с другом

III. ADJECTIVES (Superlative degree)

- A. Simple — formed with: -ейший, -ейшая, -ейшее endings.
After sibilants and gutturals: -айший, -айшая, -айшее
- B. Compound — formed with auxiliary word: самый
- C. Use of *всех* with the simple comparative: Иван умнее всех

IV. VERBS

A. Impersonal

- 1. Use of impersonal verbs: *Это пишется так. Ему казалось, что она там.*
- 2. Impersonal constructions with implied 3d person plural: *Говорят, что он скоро приедет.*

- B. Conditional mood—when condition is unreal, use past tense with *бы*: *Если бы я была царицей, я бы освободила рабов.* Use indicative mood when the meaning admits of a possibility: *Если он купит билеты, то мы пойдём в театр.*

- C. Conjugation of verbs of carrying and leading (verbs of motion)
Indeterminate: носить, возить, водить
Determinate: нести, везти, вести

V. ADVERBS

- A. Superlative—expressed by using the simple comparative with *всего*: *Лучше всего Вера играет на рояле.*
- B. Indefinite—with particles: *то* and *нибудь*: где-то; где-нибудь

VI. PREPOSITIONS

Genitive with: возле, мимо, позади, ради, среди

VII. NUMERALS

A. Declension of cardinals 40 to 100

Exceptions: сорок, девяносто, сто

B. Declension of ordinals 40 to 100

VIII. TIME EXPRESSIONS

A. Time of a day with *без*: Теперь без пяти шесть.

B. Dates

1. Nominative when stating what day of the month it is:
Сегодня первое мая.

2. Nominative when stating what year it is: Это уже тысяча девятьсот пятый год.

3. Genitive for time, indicating exact date on which an event takes place: Они приехали второго апреля, тысяча девятьсот пятого года.

Topical Vocabulary Lists, Level II

These topical vocabulary lists represent selected items taken from the alphabetical lists and grouped around specific topics to facilitate conversation and composition. They do not include idiomatic expressions, which can be found on page 72.

1. SCHOOL

алгебра	история	продолжать
аудитория	курс	скамейка
биография	литература	следующий
биология	математика	собрание
будильник	наука	список
будить	отметка	стараться
внимательный	отсутствовать	точка
география	охотно	трудно
геология	память	угол
геометрия	письменный	успех
гимнастика	портфель	устный
грамматика	помнить	учебник
довести	правило	физика
доклад	предмет	физкультура
интересоваться	прилежный	химия
искусство	программа	шар

2. CLASSROOM

буква
включить
выключить
глава
диктовка
конец
молчать
называть
неправильно

показать
полка
пословица
правильно
пример
проверять
произведение
произносить
пропускать

рассказ
решать
ряд
сочинение
стихотворение
ударение
хвалить
чтение
ящик

3. НОМЕ

внук
внучка
игрушка
жениться
наказать
обнимать
палка
поднять
пользоваться

портрет
порядок
поставить
прислуга
разделить
род
родиться
спешить

спрятать
стирка
трубка
убирать
хозяйство
целовать
чистить
шить

4. HEALTH

бледный
бриться
грипп
давать
дышать
заснуть
кашель
лежать
ложиться

лучше
медицина
мыться
очки
падать
причёсываться
простудиться
разбудить

рвать
рецепт
сильный
сломать
случай
сон
хуже
энергия

5. PARTS OF THE BODY

борода
грудь
губа
кожа

колени
кость
кровь
лёгкие

лицо
лоб
нервы
сердце

6. ARTICLES OF CLOTHING

булавка
драгоценности

кошелёк
куртка

пиджак
разный

зонтик
иголка
калоши
карман
кольцо
костюм

лента
мода
надевать
носки
обыкновенный
передник

свитер
снимать
халат
элегантно
юбка

7. OCCUPATIONS

автор
актёр
артист
балерина
знаменитый
космонавт
мастер

механик
музыкант
писатель
помощник
поэт
преподаватель
профессор

специальность
стать
уметь
химик
художник
шофёр

8. BUSINESS

вернуть
выделывать
главный
готов
дело
должен
доход

завод
заказ
материал
машина
посылать
приготовить

продавец
промышленность
стоить
убыток
хозяин
честный

9. WEATHER

гроза
гром
замёрзнуть

лёд
мокрый
молния

туман
туча

10. SOCIAL RELATIONSHIPS

благодарить
вежливый
гордый
гость
группа
директор
дружба
знакомый
извинить
конверт

круг
мешать
навестить
поведение
поздороваться
поздравить
помогать
посещать
предлагать
предложение

привет
пригласить
проводить
разговор
симпатичный
спорить
старик
товарищ
угостить
угощать

11. Food

арбуз	колбаса	резать
бифштекс	кормить	рис
булка	котлета	рыба
бутерброд	крепкий	рынок
варенье	лимон	салат
варить	лить	свежий
ветчина	лук	свинина
вишни	морковь	сливки
вкусный	мороженое	сметана
говядина	напиток	сок
голоден	перец	телятина
гриб	печенье	фасоль
еда	пиво	фрукты
зажечь	пирог	ягода
каша	пирожок	яичница
кефир	помидор	
кипеть	пробовать	

12. City

быстро	народ	современный
встретиться	очередь	столица
движение	площадь	сторона
житель	повернуться	тротуар
киоск	проспект	универмаг
мост	разбивать	центр
мостовая	середина	шум
направление	скоро	

13. BUILDINGS AND MATERIALS

аэродром	дворец	наружный
балкон	замок	ремонт
башня	здание	собирать
внутренний	камень	стекло
вокзал	кирпич	строить
вход	колесо	труба
выставка	лифт	умывальник
выход	металл	университет
гостиница	мрамор	электричество

14. HOUSEHOLD OBJECTS

гладить	пачка	самовар
кастрюля	подушка	спичка
ковёр	полотенце	утюг
наволочка	посуда	холодильник
одеяло	простыня	щётка

15. AMUSEMENTS

балалайка	лыжи	рояль
балет	музыка	санки
барабан	опера	сказка
болельщик	оркестр	скрипка
буфет	папироса	спектакль
выиграть	парад	спорт
гитара	плавать	сцена
зритель	плёнка	телевизор
инструмент	пляж	трагедия
кататься	потерять	удочка
комедия	представление	участвовать
коньки	придумать	фильм
курить	пьеса	фотографировать
ловить	рисовать	экран
лодка	роман	

16. ANIMALS

гнездо	крыло	овца
голубь	ласточка	петух
гусь	лаять	слон
заяц	лебедь	тигр
индюк	муха	утка
козёл	обезьяна	хвост
конь		

17. NATURE

берег	куст	тень
волна	остров	трава
двор	пахнуть	уголь
ёлка	природа	урожай
жизнь	расти	фонтан

18. MONEY

банк
биржа
выдавать
доллар

копейка
мелочь
монета
платить

рубль
сдача
цент

19. TRAVEL

аппарат
вагон
везти
вести
вещи
водить
возить
возвращаться
восток
гид
граница
держать
заблудиться
заметить

запад
запрещать
иностранец
километр
летать
лететь
марка
мчаться
нести
носильщик
опаздывать
остановка
пассажир
пересадка

приезд
пропадать
путешественник
путь
север
спутник
СССР
сумка
США
турист
управлять
часы
экскурсия
юг

20. QUANTITY

каждый
количество

корзина
коробка

размер
целый

21. EMOTIONS

боль
волноваться
испугаться
краснеть
кричать
несчастный

причина
рад
сердечный
сердиться
стыдно
счастье

трогать
тронуть
удовольствие
улыбаться
юмор

22. RELIGION

бог
душа
католический
молиться

надеяться
православный
просить

простить
протестантский
святой

23. GOVERNMENT

выбирать
голосовать
государство
гражданин
демократический
закон
колхоз
мир

партия
переговоры
печатать
председатель
равенство
революция
республика
свобода

секретарь
служить
совет
согласиться
союз
страна
флаг

24. MILITARY

армия
битва
бомба
война
генерал
герой
защищать

лагерь
матрос
нападать
оружие
победа
полковник

приказать
разрешать
спасать
тренировать
форма
храбрый

25. TIME

будущее
век
давно
момент
наконец

начало
недавно
перемена
пока
пора

последний
постоянный
прошлое
уже
часто

26. QUALITIES

горький
горячий
добрый
золотой
известный
качество
короткий
красавица

левый
летний
милый
мягкий
недостаток
правда
правый
прекрасный

простой
результат
спокойный
справедливый
средний
твёрдый
уверенный
умный

27. USEFUL ADVERBS

быстро
вверх

довольно
зачем

обратно
особенно

вдруг	ладно	сзади
вниз	назад	темно
вслух	наверное	чуть
далее	нельзя	

Idiomatic and Everyday Expressions

Level II: First Half

- | | |
|-----------------------|----------------------------------|
| 1. В самом деле | 13. Передать привет |
| 2. Всё равно | 14. Пока! |
| 3. Выйти замуж | 15. По крайней мере |
| 4. Давайте танцевать! | 16. По правде сказать |
| 5. Давать пьесу | 17. С тех пор |
| 6. До сих пор | 18. Часы отстают на десять минут |
| 7. За ваше здоровье! | 19. Часы спешат |
| 8. Как будто | 20. Часто бывает |
| 9. Крепко спать | 21. Что случилось? |
| 10. Лежать в больнице | 22. Чувствовать себя плохо |
| 11. Мне кажется | 23. Честное слово |
| 12. Может быть | 24. Это не твоё дело! |

Level II: Second Half

- | | |
|-------------------------------|---------------------------|
| 1. Благодарю вас | 13. Поздравляю тебя |
| 2. В конце концов | 14. Прощайте! |
| 3. Всего хорошего | 15. Ровно в два часа |
| 4. Всё в порядке | 16. Сдать в багаж |
| 5. Вы хотели бы закусить? | 17. Сделать прогулку |
| 6. Дайте мне знать | 18. С приездом! |
| 7. Дело в том, что | 19. Стать в очередь |
| 8. И так далее | 20. С утра до вечера |
| 9. Как мне попасть? | 21. Таким образом |
| 10. Ничего не поделаешь | 22. Устроить вечеринку |
| 11. По расписанию | 23. Чем больше, тем лучше |
| 12. Позвольте вам представить | |

Songs

Level II: First Half

1. Светит месяц, светит ясный.
2. Метелица (Музыка Варламова).

3. Ростов-Дон (популярная песня).
4. Бублички
5. Мой костёр
6. Капитан (Музыка Дунаевского).
7. Уральская рябина (Музыка Родигина, слова Пилипенко).

Level II: Second Half

1. Полюшко, поле (Музыка Книппера, слова Гусева).
2. И кто его знает (Музыка Захарова, слова Исаковского).
3. Одинокая гармонь (Музыка Мокрусова, слова Исаковского).
4. Стенька Разин (народная песня).
5. Коробушка (Слова Некрасова).
6. Москва (Музыка Покраса, слова Лебедева-Кумача).
7. Ноченька (народная песня).
8. Я люблю тебя жизнь (Музыка Колмановского, слова Ваншенкина).

Proverbs

Level II: First Half

- | | |
|---------------------------------------|--------------------------------------|
| 1. В гостях хорошо, а дома ещё лучше. | 4. Тише едешь, дальше будешь. |
| 2. Кто сильнее, тот правее. | 5. Один ум хорошо, а два ещё лучше. |
| 3. Старый друг лучше новых двух. | 6. Хороший хозяин одним глазом спит. |

Level II: Second Half

- | | |
|----------------------------|--|
| 1. Где дым, там и огонь. | 4. Не дорог подарок, дорога любовь. |
| 2. Игра не стоит свечи. | 5. Повторенье — мать ученья. |
| 3. Куй железо пока горячо. | 6. Язык болтает, а голова ничего не знает. |

Alphabetical Checklist, Level II Vocabulary

As stated at the beginning of the alphabetical vocabulary list for Level I, this list represents the minimum vocabulary to be learned in Russian Level II. It provides a checklist for the teacher in selecting words for

mastery from the textbooks used by the class and in selecting words for uniform or citywide examinations.

This list does not include the vocabulary listed in the idiomatic and everyday expressions, proverbs, or suggested song titles. Nouns are given in the nominative singular, pronouns and adjectives in masculine nominative singular, and verbs in the infinitive form.

автор	борода	вкусный
актёр	бросать	вместо
алгебра	бриться	вниз
алфавит	будильник	внимательный
аплодировать	будить	внук
аппарат	будущее	внутри
арбуз	буква	внучка
артист	булавка	водить
аршин	булка	возить
аудитория	бутерброд	возле
аэродром	буфет	возвращаться
	быстро	война
	быть	вокзал
балалайка		вокруг
балерина	вагон	волна
балет	варенье	волноваться
балкон	варить	восток
банк	вдруг	вслух
барабан	вверх	встретиться
башня	вежливый	вход
бедный	везти	выбирать
берег	век	выдавать
библиотека	великий	выделывать
биография	вернуть	выиграть
биология	верить	выйти
биржа	верста	выключать
битва	весёлый	выставка
бифштекс	вести	выход
благодарить	весь	
бледный	ветчина	гармошка
бог	вещь	генерал
богатый	вишни	география
болеющий	включать	геометрия
боль	вкус	герой
бомба		

гид
гимнастика
гитара
глава
главный
гладить
глубоко
гнездо
говядина
голоден
голосовать
гордый
горький
горячий
гостиница
государство
готов
гражданин
грамматика
граница
грибы
грипп
грудь
группа
губа
гусь

давать
давно
далее
даже
движение
двор
дворец
делать
дело
демократический
держать
диктовка
диктор
директор

дирижёр
добрый
довести
довольно
доклад
должен
доллар
достать
доход
драгоценности
душа
дышать

еда
если

ёлка

жениться
жизнь
житель
жрать

за
заблудиться
завод
зажечь
заказать
закон
заметить
замок
замуж
занятие
запад
заснуть
зачем
защитить
защищать
заяц
знание
знак

знакомый
знаменитый
золотой
зонтик
зритель

иголка
игрушка
известный
извинить
индюк
иностранец
инструмент
интересоваться
искусство
испортить
испугаться
история

каждый
казаться
калоши
камень
карман
кастрюля
католический
качество
каша
кашель
кефир
километр
киоск
кипеть
кирпич
ковёр
кожа
козёл
колбаса
колесо
количество

колхоз
кольцо
команда
комедия
конверт
конец
конечно
конфета
конь
коньки
копейка
корзина
кормить
коробка
короткий
космонавт
костюм
котлета
кошелёк
красавица
краснеть
крепкий
кричать
кровь
круг
крыло
купаться
курить
курс
куртка
куст

лагерь
ладно
лаять
лебедь
левый
лежать
лента
лестница
летать

лететь
летний
лёгкие
лёд
лимон
литература
лить
лифт
лицо
лоб
ловить
лодка
ложиться
лук
лучше
лыжи

мастер
математика
материал
матрос
машина
медицина
между
мелочь
металл
механик
мешать
милый
мимо
мир
мода
мокрый
молиться
молния
молчать
момент
монета
морковь
мороженое
мост

мостовая
мрамор
музыкант
муха
мчаться
мыться
мыло
мягкий

наверное
навестить
наволочка
надежда
надеяться
надевать
назад
называть
наказать
наконец
нападать
напиток
направление
народ
наружность
наука
начало
небо
недавно
недостаток
нельзя
неправильно
нервы
нести
несчастье
нож
носильщик
носки

обезьяна
обнимать
обратно

обыкновенно
овца
одеяло
опаздывать
опера
оркестр
оружие
особенно
остановка
осторожно
остров
отдыхать
отметка
отсутствовать
охотно
очередь
очки
ошибка

падать
палка
память
папиросы
парад
партия
пассажир
пахнуть
пачка
передник
переговоры
перец
петух
печенье
печатать
пианино
пиво
пиджак
пирог
пирожок
писатель
письменный

плавание
пластинка
платить
плёнка
площадь
пляж
победа
поведение
повернуться
поднять
подушка
поздороваться
поздравить
пока
показать
пользоваться
поле
полка
полковник
полотенце
помидор
помнить
помогать
помощник
пора
порт
портрет
портфель
порядок
посещать
последний
пословица
поставить
постоянный
поступать
посуда
посылать
потерять
потому
поэт
поэтому

похож
правда
правило
правильно
православный
правый
предлагать
предложение
предмет
председатель
представление
прекрасный
преподавать
привет
приветствовать
пригласить
приготовить
придумать
приезд
приказать
прилежный
пример
принимать
природа
прислуга
причёсываться
причина
пробовать
проверять
проводить
программа
продавец
продолжать
произведение
произносить
пропадать
пропускать
просить
проспект
простить
простой

простыня
протестантский
против
профессор
прошлое
путешествие
путь
пушка
пьеса

равенство
разбивать
разбудить
разговор
разделить
размер
разный
разрешать
рассказ
расти
рвать
революция
резать
резинка
результат
религия
ремонт
республика
решать
рецепт
рис
рисовать
род
родиться
роль
роман
рояль
рубль
рыба
рынок
ряд

салат
самовар
санки
свежий
свинина
свитер
свобода
святой
сдача
себя
север
секретарь
сердечный
сердиться
сердце
середина
сзади
сила
скамейка
сказка
симпатичный
скрипка
следующий
сливки
сломать
слон
служить
случай
сметана
снимать
собирать
собрание
совет
современный
согласиться
сон
сочинение
союз
спасать
спектакль
специальность

спешить
спина
список
спичка
спокойный
спорить
спорт
справедливый
спрятать
спутник
среди
средний
СССР
стараться
старик
стать
стекло
стирка
стихотворение
стоять
столица
сторона
страна
строгий
строить
стыд
сумка
цена
счастье
США

твёрдый
телевизор
телятина
темно
тень
товарищ
точка
травя
тренироваться
трогать

тронуть	участвовать	часы
тротуар	учебник	чей
труба		чемодан
трубка	фасоль	через
трудно	физика	честный
туда	фильм	чистить
турист	физкультура	чтение
туча	флаг	чуть
	фонтан	
убивать	форма	шар
убирать	фотографировать	шить
убыток	фрукты	шкаф
уверенный	фунт	шофёр
угол		шум
уголь	халат	
угощать	хвалить	щека
ударение	хвост	щётка
удовольствие	химик	
удочка	химия	
уже	хозяин	экран
улыбаться	хозяйство	экскурсия
уметь	холодильник	элегантно
умный	храбрый	электричество
умывальник	художник	энергия
универмаг	хуже	
университет		юбка
управлять	целый	юг
урожай	целовать	юмор
успех	цена	
устный	цент	ягода
утка	центр	яичница
утюг	цирк	ящик

Culture Topics, Level II

As explained in the previous section on the Teaching of Culture, pp. 35-39, the pupil will receive an introduction to Russian culture through the language. Further cultural information is outlined for Level I on pp. 59-62. In addition, the following reference list for Level II is provided for the teacher.

It is not intended that pupils be given all this information. Teachers will decide which items to present and hold pupils responsible for. These topics are best taken up as they become pertinent through current affairs, the observance of holidays and anniversaries, allusions in textbooks, the daily press and magazines, films, radio and television programs.

We Take a Trip to the USSR

PREPARATIONS

1. Intourist—official Soviet government tourist agency
2. Passports and visas—arranged through approved Intourist agencies abroad
3. Types of tours available

Plane, boat, bus, and rail tours to European and Asiatic cities of the USSR: first class, tourist, individual, group

Educational

Cultural exchange

Camping

Cruises on the Black and Baltic Seas

Health resorts in the Crimea and the Caucasus

Individual automobile trips

4. Currency: 1 ruble = \$1.10; 1 kopeck = 1.1¢

FIRST IMPRESSIONS ON ARRIVAL

1. City planning—numerous parks for culture and rest
2. Streets—main thoroughfares wide and clean, many tree-lined
3. Buildings—mainly brick, stucco, and prefabricated
4. Stores: GUM—largest department store in Moscow; numerous shopping facilities
5. Farmlands: Kolkhoz—collective farm; Sovkhoz—state farm
6. People—polite, curious, friendly, and hospitable
7. Architecture

Dwellings—mixture of old (wood or brick) and new high-rise buildings made of prestressed reinforced concrete

Churches—Byzantine influence combined with native originality as expressed in bulbous domes

Palaces—elaborate, classical-style mansions built in the 18th and

19th centuries for the landed aristocracy (now used as museums or workers' rest homes)

8. Transportation

Subways (Metro)—spotlessly clean and ornate: marble, indirect lighting, stained glass, bas relief

Taxis—rates relatively low

Buses and trolleys—very inexpensive

WE VISIT A HOME IN THE USSR

1. The family

Members—regard and affection for each other

Dwellings—small and modestly furnished apartments; sometimes shared by more than one family

Meals—adequate with little variety

2. Occupations

Skilled and unskilled labor performed by men and women

Equal opportunities for women in all fields, including engineering, space, etc.

Complete financial support for artists, musicians, and athletes provided they submit to government direction

Varying salaries according to skill

3. Education

All free, including preschool care of children

Compulsory for 8 years, from the age of 7. (Illiteracy has virtually disappeared. Before the revolution 60% of population was illiterate.)

Strict centralized control and programming

Emphasis on science

"Training for life" experience given in productive labor after completion of formal studies

Schools for gifted available

Boarding schools—8-11 year program for children from large, poor families

Stipends for university students

Technikums available to prepare youth for socially useful labor

Continuing education offered at the end of a 6-hour work day to 8th-year school graduates

Abundance of books at low prices

Young pioneers—extracurricular activities in arts, sciences, and sports

4. Amusements and sports

Theater, cinema

Concerts, ballet, opera

Soccer, swimming, track and field, etc.

Wide variety of cultural activities available even in the remotest villages

Chess very popular

Literature and Culture

Since Russian literature is a profound commentary on the life, problems, and thoughts of the Russians, the most important source of cultural understanding is the rich, prolific output of Russian authors. The student's cultural background will develop in proportion as his ability to read Russian literature in the original progresses through the intensive reading program. In addition, to develop cultural insights further, teachers may recommend selections from the following list as part of the supplementary reading program. There are now available many inexpensive editions in the original, in translation, and in bilingual editions. The list is arranged chronologically.

Pushkin—*Tales of Belkin, The Queen of Spades*

Lermontov—*A Hero of Our Times (Taman, Bela, Princess Mary)*

Gogol—*The Overcoat, The Nose, The Marriage, Inspector General*

Turgenev—*Mumu, Asya, First Love, Fathers and Sons, A Sportsman's Sketches*

Dostoyevsky—*Crime and Punishment, Poor People, Brothers Karamazov*

Tolstoy—*Sevastopol Sketches, Anna Karenina, The Cossacks, fables, tales*

Ostrovsky—*The Storm, Poverty Is No Crime (plays)*

Chekhov—*The Cherry Orchard, The Bear, Kashtanka, Grief, Vanka, The Lady with a Dog, Sleepy, The Darling, The Duel, The Steppe*

Gorky—*My Universities, Lower Depths, The Mother, Childhood, Chelkash*

Bunin—*The Gentleman from San Francisco*
 Tolstoy, Alexis—*Peter the Great, Nikita's Childhood*
 Kazakov, Yuri—*Trali-Vali*
 Prishvin—Short stories
 Zamyatin—*We*
 Aksionov—*Ticket to the Stars*
 Marshak—Selected poems, *Twelve Months* (play), also writes for children
 Akhmatova—Selected poems
 Fedin—*Brothers; Cities and Years*
 Paustovsky—*The Story of a Life, Kara Bugaz, Tale of the North, Tale of the Woods*
 Babel—*Red Cavalry, Odessa Stories*
 Pilnyak—*The Bare Years*
 Zoshchenko—*Poor Liza, The Story of an Illness, The Bathhouse*
 Kataev—*Embezzlers*
 Ilf and Petrov—*The Golden Calf, The Twelve Chairs*
 Leonov—*The Thief*
 Olesha—*Envy*
 Fadeev—*The Rout*
 Sholokov—*Fate of a Man, And Quiet Flows the Don*
 Simonov—*Days and Nights*
 Solzhenitsin—*One Day in the Life of Ivan Denisovich*
 Nagibin—Short stories
 Tertz (Sinyavsky)—*The Trial Begins*

Level III

ARTICULATION

The Need for Articulation

Level III is a crucial stage of transition in the study of foreign languages. Many students enter high school with two years of language study, and the transition from Level II to Level III and from junior to senior high school should be effected as smoothly as possible if the aims of the foreign language program are to be realized. There should be an uninterrupted continuity in subject matter, in materials, methods, and evaluation of instruction as well as in standards and rating of achievement. Maintaining continuity in these phases of the program is essential so that the unavoidable process of adjustment which students experience in going from intermediate or junior high to high school will not be unnecessarily complicated or unduly prolonged.

In this process of adjustment, it is the student who must be the focus of our concern; for if students are to continue the study of the language they had begun in the lower school and persist in this study throughout a four- or five-level sequence, they must retain their initial momentum and their sense of meaningful and pleasurable accomplishment. Failure in this respect would nullify one of the major purposes of the program, namely, to extend the time devoted to the study of a foreign language.

Inter-Level Responsibility

Good articulation can be effected as teachers in intermediate, junior high, and senior high schools accept their mutual responsibilities in implementing the foreign language program. One of the aims of the program is to provide opportunity for a longer sequence in foreign language. This means that articulation is not merely desirable but absolutely necessary. Feeder school teachers cannot feel that their responsibilities to their pupils cease at graduation time. High school teachers should not feel that they can act independently of the foreign language program in their feeder schools. A constructive unity of purpose and a spirit of mutual good will can greatly help to solve the problems of articulation.

Of primary importance is the accomplishment of the aims and objectives of the curriculum for the various levels of instruction. Students in Level I should be equipped with the competencies required for the four skills, as well as with the knowledge of structure, idiom, and vocabulary outlined for Level I, before being promoted to Level II. Similarly, students in Level II should be provided with the skills and knowledge required for Levels I and II before being promoted to Level III. These students will be required to do advanced auditory comprehension, reading, structure, and composition work, which, after a year, will enable them to cope with the Level II Regents examination.

It is recommended that teachers of Levels I and II study the Level III Regents examination so that they may become aware of the wide vocabulary range and the maturity of concept demanded of students at this level. Teachers of Level II classes will quickly realize that students who have not accomplished the work of Level II cannot possibly absorb in the one remaining year of instruction the unfinished part of the work of Level II and, in addition, all the work of Level III.

All foreign language teachers should familiarize themselves with the current approaches to language learning and should implement them in their classes, as required in the curriculum bulletin. In so doing, they will (1) better understand the manner in which lower level students have achieved their skills and knowledge, and (2) be enabled to provide continuity in methods through the use of those audio-lingual techniques which are practicable on the more advanced levels of learning. Both understanding and implementation of the new methodology are required before articulation can be attained.

The paragraphs that follow indicate and discuss some practical suggestions to both teachers and chairman for promoting articulation between schools and levels. It is urged that these suggestions be made a continuing part of the agenda of department conferences and meetings of foreign language personnel in the junior and senior high schools.

Practical Suggestions for Promoting Articulation

Providing for Continuity of Instruction

Articulation between schools and levels is predicated upon continuity of instruction in methods, materials, and evaluative procedures. A good foreign language program represents a solid progression in learning, from presentation through evaluation. Constant reinforcement and reintroduction of material provide the accumulation necessary for the

absorption of foreign language content and for its use in the various skills. In order to provide this solid progression through three, four, or five levels of learning, agreement between the high school and its feeder schools is of prime importance.

The materials and methods outlined in this curriculum bulletin provide the minimum essentials upon which continuity of instruction can be based. High schools receiving lower school pupils on the second level of learning should be certain that their courses of study not only provide for new learning on the second level, but for reinforcement and reintroduction of first level materials of the lower schools as well as of those of the high school. Similarly, the Level III program of the high school should provide for reinforcement and reintroduction of the material of the second level of the lower school program as well as that of the high school program.

To ensure a solid program of instruction, continuity of materials and methods should also be provided from level to level within the high school. A firm foundation in the early years is the only basis on which an advanced program of language learning can be constructed.

Continuity of instruction between the lower schools and high schools can best be effected on the local level between the high school and its feeder schools. Personnel of both divisions should become acquainted with the foreign language program in force in both types of schools and should work together as a team to effect a program which is student-oriented and systematic and which, at the same time, meets the standards of achievement suggested by the New York State curriculum and required in the New York City curriculum. Local cooperation to achieve line-by-line understanding of the curriculum by personnel in both the junior and senior high schools is recommended.

Materials

High school personnel should have a thorough knowledge of the texts, courses of study, and supplementary materials used in their feeder schools. Feeder school personnel should also have a thorough knowledge of the materials used in Levels I and II in the high school which their students will attend. In addition, they should be familiar with the type of materials which their pupils will encounter in Level III.

A cross-check of the vocabulary, idioms, and structures used in both divisions in Levels I and II should be made and a common base of learning established. In this common base should be included the structures and vocabulary required by the curriculum.

Gaps existing between the materials used in the feeder schools and

those used in the high schools should be ascertained, and provision should be made for filling these gaps. If, for example, pupils in the high school are held responsible for structural items which have not been taught in the lower schools, teachers should be aware of the discrepancy, and provision should be made for teaching these structural topics.

Utilization of similar materials in Levels I and II in both divisions would go far toward promoting good articulation. It is suggested that the same basic texts and readers be used wherever practicable. The use of similar supplementary materials, such as auditory comprehension passages, pattern drills, dictations, etc., not only provides continuity in instruction but reduces the work load of teachers. The sharing of such materials is strongly recommended.

Audio-Lingual Skills

As previously stated, continuity in methods as prescribed by the curriculum for each of the skills on the different levels of learning is essential in effecting an articulated program. Teachers receiving students in Level II should provide for a continuation of audio-lingual techniques in the presentation of structures and forms and in the development of conversational skills. These techniques not only develop the speaking skill but help lay a foundation for reading and writing skills. High schools receiving students in Level III should continue such audio-lingual techniques as are acceptable at this level.

Teacher Training

All foreign language teachers should be equipped with the techniques for the audio-lingual presentation of structures and forms and should be cognizant of the differences to be made in such presentation as pupils progress through the levels. The Board of Education's television channel, WNYE-TV Channel 25 offers programs to implement this course of study and train teachers in current methods. It is suggested that teachers refer to the *WNYE Channel 25 Television Manual* for a listing of current programs. Also recommended are the films, *Audio-Lingual Techniques*, produced by the Modern Language Association in conjunction with the Center for Applied Linguistics, and the kinescopes of the Regents Educational Television Series, *New Approaches to the Teaching of Foreign Languages in the Secondary Schools*. (The films and kinescopes may be borrowed from the collection of the Bureau of Audio-Visual Instruction. See p. 173). Attendance at language institutes will also give teachers opportunities for acquiring and practicing the latest audio-lingual techniques.

Teachers should avail themselves of opportunities to witness lessons implementing the audio-lingual program. Foreign language chairmen in both junior and senior high schools should make available to their teachers guides for the preparation of pattern drills. Patterns for Drill, pp. 22-30 in this bulletin, provides the necessary information. Suggestions for constructing drills may also be found in the various works on applied linguistics listed in the bibliography at the end of this bulletin. Pattern drills, as needed, should also be constructed for basic texts which lack them.

Reading

Since the foreign language program includes the development of reading skills, teachers should utilize the directions given in the sections of this bulletin dealing with intensive reading and with silent reading, pp. 15-17, when preparing reading lessons. Intensive reading should be begun during the latter half of Level I and continued through succeeding levels of instruction as prescribed in the curriculum. In junior and senior high schools, teachers should be certain that their reading programs are parallel in type and in quantity. Intervisitation, within a school and between schools, is highly recommended to achieve these purposes.

Writing

In providing for continuity of instruction in writing, teachers of Levels I and II should insist upon the accuracy and precision necessary as a foundation for later guided composition work. Teachers of Levels II and III classes should be cognizant of the earlier writing program as prescribed by the curriculum. They should guard against requiring pupils to translate structures and forms or to perform writing skills in a way in which they have not been instructed. A study of the Level III section in this bulletin entitled Developing the Language Skills—Writing, pp. 110-115, will indicate to teachers of Level III which of the writing skills students have practiced in previous levels and which new skills are to be taught in Level III.

Homework

Observance of uniform standards in homework assignments will assist students considerably in easing the transition from lower to higher levels. As was stated in the section on Homework in Levels I and II, a planned schedule of definite homework assignments from the very beginning of each level is essential to inculcate proper study habits. Home-

work should be suitably motivated and precise instructions given as to what is to be done, how much is to be done, and how it is to be done. Practice of the assignment in class should, as a rule, precede what is to be done at home. Provision should be made for individual differences, and extra work rewarded. Correction of homework under teacher supervision should follow regularly after each assignment.

Evaluation

High schools and their feeder schools should maintain a periodic exchange of test papers. An exchange of uniform examinations, mid-terms, finals, and class sets of examinations, either unit tests or tests of special skills, will promote articulation by increased understanding of what is being taught in each school and how it is being tested. Still more important, an exchange of tests will reveal to the high school what is required of pupils in the feeder school; conversely, it will reveal to the feeder school what is required of pupils on the succeeding level in the high school. Such understanding can bring about gradual changes which will result in an articulated foreign language program.

AIMS FOR LEVEL III

Linguistic

1. To attain increasing competence in understanding Russian when spoken by a native at normal tempo and on topics within the scope of Levels I through III.
2. To develop to an increasing degree the ability to speak Russian correctly and with sufficient clarity to be understood by a native, on topics within the scope of Levels I through III.
3. To increase the ability to read new material in Russian correctly within the scope of Levels I through III, with direct comprehension and appreciation.
4. To develop further the ability to write Russian correctly within the scope of Levels I through III, without resorting to translation.

Cultural

The cultural aims for Level III are the same as those posited for Levels I and II, with growth and enrichment continuing throughout Level III. These cultural aims are:

1. To develop an enlightened understanding of the Russian people through a study of their contemporary life, their patterns of behavior, and their national customs and observances.
2. To acquire specific knowledge regarding the geography, history, economic life, and educational and political institutions of the Russian people.
3. To acquire attitudes conducive to intercultural harmony through a study of the contributions of the Russian people to the development of the United States and to world civilization.
4. To develop a cultural and esthetic appreciation of Russia through a study of its language, art, music, literature, science, and contemporary art forms, such as drama, film, dance, and design.

GUIDING PRINCIPLES, LEVEL III

1. Since the aims of the foreign language program cannot be fully realized unless pupils continue through the entire four-level sequence, teachers should exert every effort to make their instruction purposeful and attractive. Every step of learning should be aptly motivated in terms which students can understand and react to favorably. Frequent appeal should be made to the individual interests and talents of students. Above all, the teacher should emphasize at every suitable occasion the educational, vocational, avocational, and social advantages of knowing Russian.
2. Emphasis on auditory comprehension and on spoken Russian is to be maintained throughout Level III. There should be a systematic review and cumulative development of the audio-lingual skills acquired in Levels I and II.
3. English should be used only when necessary; i.e. (a) to state essential rules of grammar; (b) to explain structures and idioms in radical contrast with English; and (c) to give the meaning of words and phrases which cannot be expeditiously explained in Russian.
4. The use of pattern drills should be continued for structure items, vocabulary, and idiomatic expressions required for active mastery. However, pattern drills, like finger exercises for the piano, are not an end in themselves. It is the final communicative performance that counts. With increased maturity and linguistic experience, students should be able to respond directly in normal situations without going through all the intermediate stages of minimal-increment drill.

5. Since the development of reading skills will occupy a large part of the time in Level III, the audio-lingual and writing skills should be practiced in conjunction with reading. Oral reading, oral drills to activate structure and vocabulary, oral questions and answers and discussion, auditory comprehension exercises or tests, and oral summaries or composition can be selected at suitable times to accompany the reading process and to serve as a prelude to writing.
6. Translation should not be used as a consistent teaching or testing device in Level III. Translation gives undue prominence to English. To achieve the aims of direct auditory and reading comprehension and of prompt oral response, English interference must be neutralized.
7. The teaching of culture in Level III will emphasize the acquisition of specific subject matter, not as isolated facts, but as the basis for developing understanding, insights, attitudes, and appreciation with reference to the Russian people, their language, land, and culture.
8. Testing and evaluative procedures should operate, as far as possible, within the Russian language. Emphasis should be on testing linguistic performance in context or in natural situations. Where the operations to be performed are novel, complex, or for any other reason, likely to be misunderstood or misinterpreted, the directions should be given in English.
9. Although the language laboratory and classroom electronic equipment cannot replace live instruction, they can be used profitably to extend and supplement it. Such aids demand the correlation of textbooks and teaching materials for attaining the maximum of sequential learning with the greatest economy of time. The laboratory and classroom electronic aids can be used to advantage for pronunciation practice, structure and vocabulary drill, auditory comprehension practice and testing, oral production practice, and cultural enrichment programs. The language laboratory and classroom discs and tapes are invaluable in providing students with listening-comprehension experiences involving a variety of native Russian speakers.
10. Objective (visual) aids should be used purposefully to promote both cultural and linguistic learning. The chief uses of objective aids are: (a) psychological—to arouse and maintain student interest and to create a favorable learning atmosphere by simulating distinctive features of the foreign environment; and (b) linguistic—to objectify selected linguistic data as a basis for drill and conversation.

DEVELOPING THE LANGUAGE SKILLS, LEVEL III

Auditory Comprehension

The goal to be attained in developing this skill is the ability to understand Russian when spoken at normal tempo on topics within the scope of Levels I through III. These topics will be discussed later in this section, and they are also listed in some detail in Vocabulary Range, pp. 119-120. In order to determine the techniques by which auditory comprehension can be most effectively developed, it is necessary to clarify what is meant by Russian spoken at normal tempo.

The normal utterances of speech form a continuum of vocal sound which may convey meaning through such linguistic features as structure, vocabulary, enunciation, stress, intonation, juncture, and pause. Characteristic of speech is the rapid utterance of entire sequences of sound, not, as a rule, of individual words. If the learner concentrates on any of the above separate features of speech, or consciously tries to analyze or translate any particular feature, he will lose the thread of meaning, for speech flows on and does not pause for his deliberations. Thus, if a student is to learn to comprehend Russian spoken at normal tempo, he must acquire the ability to comprehend whole sequences of Russian speech without pausing to analyze or translate its separate features. The only way to develop this ability is massive and frequent exposure to normal Russian speech, followed by analysis and repeated exposure.

It is assumed that by Level III the student will have acquired some basic skill in auditory comprehension, especially if audio-lingual techniques have been consistently used to automatize recognition and comprehension of structures and vocabulary, without recourse to translation. He will have heard his teacher present Russian structures and vocabulary in repetition drills, give model renditions of dialogue roles and memory selections, give oral commands (followed by action responses), read aloud, relate anecdotes, ask questions, read dictations and auditory comprehension passages, etc. He will also have listened to a certain amount of recorded Russian speech on discs and tapes. Such auditory comprehension experiences should, of course, be continued, but on a higher level, beyond the conventionalized drill variety of speech and the slower delivery that had been required for beginners.

In Level I especially, and to a somewhat lesser degree in Level II, auditory comprehension had been tied to oral production on the principle that hearing and speaking are a concurrent process. This has been useful for the initial stages of learning, but it must be recognized that auditory comprehension is also a special skill, and one which can be de-

veloped at a faster rate than that of oral production. To the language teacher it is a matter of everyday observation that students can be taught to understand much more than they can actually reproduce orally. This has important implications for the teaching of auditory comprehension in Level III. Once we rid ourselves of the inhibitive practice of requiring students to reproduce orally the precise content of what they can comprehend audially, the way is opened for auditory comprehension of a much greater variety of topics more nearly approaching the maturity of comprehension which students have attained in English.

After two or three years of studying a second language, with concentration on its basic structures and vocabulary, students will have attained only a modest speaking ability in that language. But this need not be so with auditory comprehension if we develop it to the point where the student can (a) comprehend the gist of a recorded conversation between foreign students of his own age, (b) understand the general situation of a recorded anecdote or playlet, (c) grasp the plot essentials of a short narrative, (d) listen intelligently to a foreign radio or television interview or to a news broadcast, or (e) follow the foreign language commentary of a film travelogue. These are among the recommended auditory comprehension activities of Level III.

The listening activities described above represent a final stage of learning rather than a starting point. It is only after a series of carefully prepared and guided steps that the student eventually attains the goal of accurate auditory comprehension. The procedure may be likened to that of teaching intensive reading, but in this instance, the major effort will be directed to the ear rather than to the eye.

SUGGESTED PROCEDURE FOR AN AUDITORY-COMPREHENSION LESSON (Without Accompanying Text)

The following steps in teaching the auditory comprehension lesson are predicated on a suitably graded recorded passage or dialogue with playing time approximately two minutes. Although an accompanying text may be used by the pupils in a variation of this type of lesson, the procedure outlined below does not provide for such a text. An attempt is made to simulate a functional listening experience where the listener would normally not have the text before him. The recommended procedure is as follows:

1. *Motivation.* Base this on content and direct it toward pupil experience.
2. *Psycho-Linguistic Set.* Indicate briefly and simply in Russian the situation, context, or frame within which the spoken material unfolds.
3. *Removal of Difficulties: Phase One.* Teach and explain only those structures, vocabulary, and cultural features beyond the hitherto attained auditory range of the class.
4. *First Listening.* Complete run-through without interruption.
5. *Removal of Difficulties: Phase Two.* Using structures and vocabulary taught in step 3, ask questions to determine which further difficulties, if any, are to be cleared up. Spot-playing of difficult parts precedes and follows analysis and clarification.
6. *Second Listening.* Complete run-through without interruption.
7. *Activation of Responses.* Activate only those structures and vocabulary which pupils will need for responses. Use spot-playing for cues to responses that pupils may find difficult.
8. *Third Listening.* Complete run-through without interruption.
9. *Comprehension Check.* Using structures and vocabulary activated in step 7, ask questions designed to elicit a summary. Terminate by a guided and then a free summary.
10. *Application.* Ask personalized and relay questions to elicit reactions, appreciation, analogies to pupil experience, etc.

The above are the fundamental steps of the auditory comprehension lesson. However, the procedures may be varied, recombined, or curtailed, depending on the teacher's skill, the ability of the class, the difficulty of the spoken material, and the time available. This type of lesson aims at the development of audio-lingual skill, with accent on the audio.* Lessons of this type should be given at regular intervals throughout Level I, using spoken Russian material of increasing difficulty, spoken by native Russians at their normal rate of delivery, and dealing with the topics outlined below.

Classroom and laboratory exercises designed to develop listening comprehension may be divided into five types:

- | | |
|---------------------------|------------------------------|
| 1. Auditory Comprehension | 4. Audio-Writing |
| 2. Audio-Lingual | 5. Combinations of the above |
| 3. Audio-Reading | |

*For auditory comprehension lessons in connection with the reading lessons and with writing, see the section on The Language Laboratory, pp. 174-186.

The first type has already been fully described in the lesson steps outlined on p. 94. This type is, of course, the one recommended for the development of auditory comprehension as a special skill. As indicated above, it is conducted entirely in Russian and corresponds to the functional uses of auditory skill in a Russian environment. Such functional uses would include the following types of spoken material:

Dialogues	News Broadcasts	Radio Skits
Anecdotes	Weather Reports	Song Recitals
Short Stories	Travelogues	Poetry Recitals
Playlets	Interviews	

The other types are described later in this section in the discussion of Reading, p. 101, and Writing, p. 110, and in the section on the Language Laboratory, pp. 174-186.

The content and scope of Level III auditory material are almost identical with those of the materials used in Levels I through III for the development of the other language skills. However, as a passive skill, auditory comprehension will cover a wider range of topics than is required for the development of speaking ability, which is an active skill, and hence, one in which more limited accomplishment is to be expected. The content and scope of materials used to develop auditory comprehension as a special skill would coincide more closely with those of its related skill, namely, silent reading, which may also be described as a passive skill. Consequently, the list of topics given in the section on Vocabulary Range, under the headings of intensive and extensive reading, pp. 121-122, will serve as the suggested content and scope for Level III auditory comprehension work. A selection of these topics is given here for the teacher's convenience.

Current Events	Education, Schools
Holidays and Observances	Sports, Recreation
Contemporary Life	Science and Industry
Homemaking, Fashions	Travel and Communication
Theater, Film, Opera	Art, Architecture, Monuments
Government, Politics	Biographical Sketches

It is by no means intended that all of these topics be taken up in detail. The selection of particular topics and their depth of treatment will be determined by the reading and cultural materials used in Level III and by the progress of the class. Teachers should also be guided by the grade or difficulty levels indicated in approved lists of disc and tape recordings.

Oral Production

General Considerations

By oral production is meant all the component oral skills that lead up to and include normal conversation. In Levels I and II, for the most part, the component oral skills were practiced, i.e., mimicry pronunciation, oral recitation of dialogues and action series, and oral drill of patterned exercises, such as substitution, variation, cued and directed responses, and various types of question-answer drills. This was necessary to give pupils oral control over basic sound-structure patterns as they were progressively introduced. Some of these oral drills will, of course, be continued for the new structures and vocabulary that are taken up in Level III. However, these oral drills do not constitute conversation as the word is generally understood. They are only a prelude to our ultimate goal. Hence, in Level III, as a more advanced stage of language learning, there will be greater emphasis on what we shall call conventional conversation, for reasons explained below.

Teachers of Russian should be careful about using the word conversation without further qualification when referring to oral drill activities in the classroom. As one of the earlier proponents of audio-lingual methods pointed out, we must distinguish between the conventional conversation of the classroom and the normal conversation of everyday life.* Confusion of these two concepts leads to circular thinking, conflicting methods, and unfounded claims. To dispel some of this confusion, we must realize from the very outset that the teaching situation necessarily limits us to conventional conversation. To be sure, there will be some occasions for more or less normal conversation even in the classroom, but these will be relatively few since opportunities for normal conversation occur largely outside of school, in conversation with a native speaker of Russian.

As has already been indicated, conversation is likely to mean one thing to the foreign language teacher and quite another to the non-specialist. To the former, it has the connotation of a systematic and carefully graded oral exchange between teacher and pupil; to the latter, it usually means more or less purposive everyday talk. But we must remember that in the classroom the topics of conversation are initially limited in range and complexity, and as the course proceeds, they be-

*H. E. Palmer, *The Oral Method of Teaching Languages* (Cambridge: Heffer & Sons, 1955).

come increasingly numerous and complex. In everyday conversation there is no such controlled, progressive gradation; the range of topics is well-nigh infinite and unpredictable, the only pertinent factors being the situational stimulus which impels the speakers to speak, the sensitivity of their reactions to this stimulus, and their individual powers of expression.

It would therefore be illusory to believe that in Level III we are going to develop conversation as though it were a general skill which, once acquired, could be employed in all the situations and vicissitudes of everyday life. To develop conversational skill in this sense would require much more than three years of school instruction. This is confirmed by the six-year sequence posited in the foreign language revision program. Adequate mastery of this difficult and complex skill must remain a theoretical ideal in Level III to be striven for, but, in actual practice, rarely attained under the usual conditions of classroom instruction.

Having defined our terms and set up some feasible limits to the meaning of conversational skill, we can now proceed to indicate how and to what extent this skill can be developed in Level III.

Normal Conversation in Classroom Routine

If Russian is to become the language of the classroom, the teacher must make it so from the very beginning. Starting the class period with English will not only delay the transfer to Russian but will also make it more difficult, because there must always be some vocal limbering up in Russian before speaking readiness is established. In common parlance among language teachers, this initial psycho-motor preparation is known as the oral warm-up. It should come at the beginning of every lesson. This means that it should start with ordinary classroom routine.

Most basic Russian textbooks contain lists of classroom expressions. In addition, many teachers and chairmen prepare such lists for their individual and departmental needs. These lists of classroom expressions should, of course, be graded, for it is not expected that pupils can use them all from the very beginning. However, by Level III it is expected that pupils will already have acquired active mastery of a basic number of classroom expressions, and the teacher of Level III should reactivate these and round them out in order to be able to conduct the classwork almost exclusively in Russian.

The teacher must first of all set the example and then constantly insist that pupils use Russian for everyday class functions. Experience tells us that once the novelty of using the foreign language has worn off, the class will tend to lapse into English; and the same may often be true

of the harassed teacher, eager to get the day's work under way. Teachers must be ever on the alert to counteract this tendency. Such effort is well spent, because the routine use of Russian represents one of the few instances in which conversation is naturally motivated by what goes on in the classroom and does not have to be artificially stimulated by some pretended situation. It offers an approach to normal conversation and sets the tone for using Russian in the subsequent work of the day.

Following is a list of the routine occasions which occur almost daily in the classroom and which afford opportunities for normal conversation in Russian:

- Exchange of greetings (pupil-teacher; pupil-pupil)
- Giving the date, day, class period, or time
- Remarking about the weather (seasonal, unseasonal)
- Announcing coming events (school calendar, holidays)
- Answering the roll-call (pupil announces the roll-call)
- Stating reason(s) for absence or lateness
- Expressing commiseration and wishes for speedy recovery
- Extending birthday greetings and congratulations (songs)
- Extending congratulations for notable achievement
- Giving the assignment (page, chapter, exercise, line number)
- Asking questions about the assignment
- Assigning housekeeping tasks (boards, floors, windows)
- Assigning boardwork
- Calling on pupils to recite (relay or chain techniques)
- Stating reason(s) for not having the homework
- Requesting permission to leave the room
- Giving directions for correction of boardwork
- Asking and answering questions about boardwork, reading, etc.
- Indicating lack of comprehension
- Requesting teacher or pupil to explain something
- Requesting teacher or pupil to repeat something
- Asking a pupil to repeat more loudly or clearly
- Pointing out and correcting mistakes
- Suggesting improvement of pronunciation or diction
- Agreeing or disagreeing with something said (reasons)
- Expressing commendation or disapproval

The Systematic Oral Warm-Up

The vocabulary lists of Levels I and II are quite extensive and, as a result, it is not likely that pupils will have mastered them entirely by

the end of the second level. However, it is expected that a great deal will have been accomplished in this respect by the time pupils are ready to enter Level III. In teaching active mastery of vocabulary for speaking purposes, the most difficult of all language skills, it is standard practice to concentrate on vocabulary levels below the one which pupils are currently learning. This is similar to the practice followed in extensive reading, where low-density material is used on a lower "plateau" than the one already attained by pupils.

Hence, for purposes of oral practice in Level III, it is recommended that teachers use the topics, or areas of interest, under which Level I and II vocabularies are grouped. These groupings represent some of the common speaking situations in the everyday life of pupils. Whereas normal conversation about classroom routine takes place at various points throughout the lesson, the systematic oral warm-up comes toward the beginning of the class period, usually while designated pupils are engaged in writing the homework or other exercises on the board. The oral warm-up is essentially conventional conversation, i.e., a teacher-directed question-answer series revolving about one or two topics.

In order to budget the time devoted to oral warm-up (2 to 4 minutes), the teacher should check the Level I and II vocabulary topics against those occurring in the lesson of the day, e.g., reading or auditory comprehension. Topics which occur in the lesson of the day need not be treated in detail during the oral warm-up because they will be sufficiently practiced during the lesson. However, they should not be ignored altogether as warm-up material because they provide an apt motivation which leads directly into the lesson of the day. Topics not covered in the lesson of the day should be reserved for more detailed practice at the beginning of other recitation periods. They may then have little or no relation to the day's topic, but they do perform a vital function in generating oral readiness and, in any event, are essential if speaking ability over a wide range of topics is to be systematically developed.

In addition to the oral warm-up, such topical question-series may also be extended to include written work; i.e., the oral answers may be corrected orally and then written by students on the board or in their notebooks, followed by further correction of the written work. This type of extended practice corresponds to the Level III Regents question calling for written responses to oral questions. Examples are given in a following section of this bulletin dealing with Writing, pp. 110-115. However, as a rule, written responses will not be practiced as frequently as the purely oral warm-up, which has economy of time in its favor.

Many teachers and chairmen use prepared series of topical questions for the daily oral warm-up, usually 10 to 20 questions under each

topic. Such systematic procedure is essential if students are to master, for active use, the vocabulary and structures implied by the extensive range of topics for Levels I and II. For the convenience of teachers, these Level I and II topics are here combined into a single list.

Greetings	Nature, Weather
Expressions of Courtesy	Country, Vacations
School, Classroom, the Lesson	Animals, Birds
Homework, Language	Fruits, Flowers
Family and Friends	Seasons, Holidays
Age, Personal Description	Travel, Transportation
The House, Rooms, Furniture	Nations, Government
Professions and Occupations	Military Terms
Meals, Foods, Beverages,	Religions
Dishes and Table Settings	Time, Numbers, Arithmetic,
Parts of the Body, Health	Dimensions
Clothing, Materials	Post Office, Currency
The City, Buildings (materi-	Colors, Qualities,
als), Shops, Shopping	Quantity
Amusements	Emotions, Abstract Notions

Conversation Based on Reading

Since reading will occupy about half the time of Level III instruction, frequent opportunities for oral work will occur in the course of reading lessons. Oral work based on reading will include pronunciation of new vocabulary, oral drill of new structures, use of new vocabulary in structural context (original sentences), oral reading, and various types of patterned responses leading to complete and independent answers. Of the patterned responses, alternative or choice questions are especially recommended since they simulate normal conversation. The questions are given sequentially to facilitate a controlled oral summary. The culminating stage is the free oral summary. Subsequent discussion by pupils and their corrections and additions to the oral summary, as well as their comments and reactions, supply an approach to normal conversation.

Another approach to conversation based on reading can be made by having pupils formulate simple questions of their own which they then ask of other pupils. Conversation about the correctness of the answers ensues. Similarly, pupils may be directed to prepare true-false statements and to call on other pupils to react orally; i.e., to agree that the statement is true, giving reasons, or to say that the statement is false,

supplying a correct statement. This comes close to the statement-rejoinder aspect of normal conversation.

A more complete account of oral activities in connection with reading will be found in the following section on Reading, pp. 101-110. Of the many examples offered, preference should be given to those which promote conversation.

Conversation Related to Writing

Writing from dictation offers an opportunity for elementary oral practice if choral repetition is required of pupils before they write. Choral reading of the completed dictation may then serve as additional oral practice while at the same time enabling pupils to check what they have written. If the dictated selection is a dialogue, it may be recited antiphonally by designated chorus-sections of the class. Dictations which have intrinsic interest, as distinguished from those exemplifying sound-spelling features, may serve as the point of departure for yes-no, choice, or relay questions that form a kind of conversation.

At a more advanced stage of Level III, written summaries of outside reading assignments, or of a play, film, or broadcast may be developed into oral summaries by a controlled question-series. Sufficient practice in developing written into oral summaries should eventually enable brighter pupils to prepare and deliver oral book reports of supplementary reading and oral summaries of various experiences involving the Russian language or Russian culture. It will also facilitate the development of skill in oral composition, the natural prelude to written composition.

Reading

General Considerations

The aim set for the development of reading skill is to increase the ability to read new material in Russian within the scope of Level III, with direct comprehension and with appreciation. Concerning the scope of Level III reading, little need be said here, since it will be topically outlined with respect to both language and content in the sections on grammatical structures, vocabulary, idiomatic expressions, and culture. Attention is directed particularly to the section entitled *Vocabulary Range*, pp. 119-122, which discusses the varying rates at which active and passive vocabulary are learned, and which lists the topics for both intensive and extensive reading given in the New York State syllabus.

We may well begin with a definition of reading which will show us why it is the activity par excellence for achieving a fusion of language skills. Reading has been defined as a process of "sight-sound-sense," in which "sight and sound" stand for the visual perception of graphic symbols representing speech sounds and "sense" for comprehension of the meaning conveyed by the symbols. Even in silent reading, as has been demonstrated by laboratory tests, there is an involuntary activity of the vocal organs known to psychologists as "silent speech," which occasionally becomes overt in the form of lip movements. This activity usually becomes attenuated as fluency in reading is developed; but the fact that "silent speech" persists even in fluent readers demonstrates the interdependency of speaking and reading. Thus oral activities in connection with reading rest on a sound psychological basis and are a part of every reading lesson.

Types of Reading

The process of reading may also be considered from a functional point of view, that is, with reference to the actual use of reading. From this point of view, a distinction emerges between oral and silent reading. Oral reading has the special function of conveying meaning to one or more auditors, whereas silent reading is the function by which individuals derive for themselves the meaning of a printed text. As far as frequency of use is concerned, silent reading is of greater importance because general learning is, to a great extent, dependent upon it. Silent reading, furthermore, is superior to oral reading for purposes of grasping content because it is free of the distracting factors which operate in oral reading, where attention must be paid to the mechanics of oral production. How often do pupils read aloud, and then, when questioned as to the content of what they have read, find themselves tongue-tied? Thus we can see that the distinction between oral and silent reading has important implications for the teacher. Although some oral reading should form a part of every reading lesson, silent reading should predominate because it is the most common and most efficient way in which most individuals comprehend printed matter both for information and for enjoyment.

If we view reading as a developmental process, we may make a further distinction between *intensive* and *extensive* reading. From this point of view, intensive reading may be considered the process by which pupils are taught to read, while extensive reading would be the process by which pupils practice what they have learned and thereby extend their reading power. Intensive reading may be likened to a "predigestive" activity,

where the obstacles to comprehension and fluency are broken down and removed, thus enabling the pupil to read fluently and to assimilate the content of what he is reading. If, during the predigestive phase, the pupil has learned the techniques by which the obstacles have been overcome, and can then apply these techniques of his own accord in subsequent reading, he may be said to have acquired the power to read new material.

The general considerations discussed above are exemplified in the outlines for reading lessons that follow. It should be borne in mind that these outlines are quite detailed and that not all the suggestions necessarily apply to any given lesson. Teachers may therefore select those pertinent to the particular lesson they are teaching, as long as they observe the general sequence indicated by the main captions in the outline.

SUGGESTED PROCEDURE FOR AN INTENSIVE READING LESSON

I. MOTIVATION

- A. Based on pupil experience and interest
- B. Based on content of a preceding lesson

II. AIMS

- A. Substantive: to understand the meaning of the reading selection
- B. Linguistic: to learn specified vocabulary, structures, and idioms for either passive or active mastery, as planned by the teacher
- C. Functional: to acquire fluency in silent reading and expression in oral reading
- D. Stylistic: to recognize and appreciate devices and nuances of style
- E. Cultural: to acquire cultural data, insights, and appreciation

III. REMOVAL OF DIFFICULTIES

- A. Explanation of new vocabulary (given as much as possible in the foreign language)
 - 1. Synonyms, antonyms, cognates
 - 2. Word formation (derivation of words from other parts of speech)
 - 3. Word analysis (stems, prefixes, suffixes)

4. Definition
5. Inference from context
6. English equivalent
- B. Explanation of new structures and idioms
 1. Simple paraphrase
 2. Analogy to structure of idiom previously learned
 3. Inference from context
 4. Analogy to English structure
 5. "Spot translation"

IV. READING

- A. Oral (by teacher, of part of the text)
- B. Silent (by pupils, of the same passage or other passages)
- C. Oral (by pupils, after silent reading, or after oral reading by the teacher)

Note: In general, pupils should not read aloud any material which they have not seen or heard.

V. DEVELOPMENT AND TESTING (ORAL OR WRITTEN)

- A. Questions and answers in Russian (in English only if necessary)
 1. Vary straight questions by yes-no or choice questions
 2. With difficult material use cued responses
- B. Brief medial summaries in Russian (in English if necessary)
- C. True-false exercises
- D. Multiple-choice exercises
- E. Completion exercises
- F. Further word study
- G. Explanation of cultural allusions
- H. Literary appreciation

VI. FINAL SUMMARY IN RUSSIAN

- A. Collective summary given by several pupils and cued by the teacher when necessary
- B. Summary guided by key words written on the board
- C. Answers to questions appearing on board slips
 1. Round of questions and answers, one pupil calling on the next (chain reaction)
 2. Choral reading of answers by class
- D. If suitable, a summary by dramatization
- E. Dictation of a summary based on the passage

VII. ASSIGNMENT

(Differentiate to provide for individual differences.)

- A. Rereading the passage
- B. Writing answers to selected questions in Russian
- C. Writing a summary in Russian
- D. Learning new vocabulary (using words in original sentences)
- E. Constructing additional questions based on the passage

Note: Since the aim of this lesson is reading, the major portion of class time should be devoted to items III, IV, and V. Not all the devices listed need be included in every lesson.

SUGGESTED PROCEDURE FOR AN EXTENSIVE READING LESSON

Extensive reading has two principal purposes (a) the rapid comprehension of material for the increase of reading skill, and (b) the acquisition of an increased passive vocabulary. Extensive reading is used to cover rapidly such portions of the class text as are not taught intensively. It also permits the introduction of more varied reading matter than is found in the class text. As a rule, most outside reading in Russian is done extensively; e.g., supplementary reading, book reports, reports on articles in Russian newspapers and magazines, etc.

I. MOTIVATION

II. AIMS

III. REMOVAL OF MAJOR DIFFICULTIES

Pre-reading questions or guides

IV. SILENT READING

In class or outside

V. EXERCISES

- A. Testing of comprehension
 - 1. Questions and answers in Russian
 - 2. Summaries in Russian
- B. Composition work based on outside reading
- C. Summary or composition based on such portions of the class text which, for lack of time, are not taught intensively

Word Study

Learning vocabulary is an intrinsic part of learning to read. To acquire the facility of recall necessary for fluent reading and for conversation based on reading, it is necessary to utilize memorization. Consequently, teachers usually employ associative devices as learning and memory aids in teaching new vocabulary. These devices are chiefly synonyms, antonyms, and cognates. Besides their associative aspects, their chief virtue is that they permit the teaching of vocabulary entirely in the foreign language. However, although the teaching of vocabulary by means of synonyms, antonyms, and cognates is recommended, each of these devices has pitfalls of which the teacher should be aware.

The approximate nature of synonyms (rarely exact equivalents) limits their use. The pupil who thinks that synonym pairs or triplets are always interchangeable runs into difficulties when semantic range, usage, and style become important in the comprehension and appreciation of a Russian text. The same applies to antonyms, which may present further confusion because they frequently include not only true opposites but also negatives and contrasts. Even more unreliable are cognates, which are not always easily recognizable. Cognates generally require a knowledge of derivations and patterns of phonetic and orthographic change expected of a linguistic scholar. The tendency of some teachers and textbook writers to use many cognates in the early phases of instruction gives a misleading impression of the ease of learning vocabulary, and pupils may acquire the bad habit of imputing meanings to words solely on the basis of superficial resemblances.

It is not to be inferred from these remarks that synonyms, antonyms, and cognates are to be eschewed altogether as devices for teaching vocabulary. The important thing for the teacher is to realize their limitations and to use them judiciously. They should certainly not be used to convey false linguistic notions, nor should they be used as an end in themselves; that is, they should not, as a rule, be studied out of context. It is also important for the teacher to realize that there are more precise techniques for teaching vocabulary entirely in the foreign language; namely, by means of word formation, word analysis, inference from context, and simple definition or paraphrase.

A Note on Translation

In the reading aim set forth previously, teachers should note the implications of developing the ability to read "with direct comprehension." What this means is that the teacher is expected to guide pupils by

progressive stages until they reach the point where they can grasp the thought of a Russian text without recourse to translation. Direct comprehension in reading Russian, like thinking in Russian, cannot be produced by fiat, nor by some magical method. It builds up gradually and comes as the end product of a prolonged series of exercises in both intensive and extensive reading of a variety of progressively graded reading matter.

It is expected that translation, whether oral or silent, cannot be entirely suppressed. And in Level III a limited use of English is anticipated. However, translation is not to be encouraged. Fluency in reading and direct comprehension of a Russian text are immeasurably more difficult to achieve if translation into English is the sole technique employed in the teaching of reading. And fluency and direct comprehension are promoted by conducting the reading lesson almost exclusively in Russian. At most, English is used for spot translation of difficult structures and for explaining vocabulary or cultural allusions that could not be explained in Russian within the range of vocabulary hitherto attained by students.

SUGGESTED LESSON PLAN INTENSIVE READING (LEVEL III)

“ОНА ИЛИ ОН”*

Ночь. Город спит. Всё тихо.

Я думаю о словах девушки: “*Ночью, когда все спят, приходи на берег....*”

Встаю. Беру один из пистолетов. *Выхожу из избушки.*

Недалеко от дома вижу белую фигуру девушки. На ней её *светлое, лёгкое платье.*

Она берёт меня за руку и говорит:

“Иди за мной”.

Мы начинаем *спускаться* к морю. Она идёт ловко и быстро, — а мне берег кажется ещё более *крутым* и высоким чем вчера.

Но вот мы на берегу. Я иду за ней по той же дороге как вчера за слепым.... с камня на камень, у самой воды.

Темно. Луны ещё нет. Тяжёлые волны шумят у наших ног.

У берега небольшая лодка.

* Mikhail Y. Lermontov, *Taman*, ch. 6, ed. Marshak—Sobotka (Boston: Heath, 1945). Reprinted by permission.

“Войдём в лодку”, говорит она.
 Я не люблю сентиментальных *поездов* да ещё ночью, но думать поздно.... Она входит в лодку, я за ней.
 Она *отталкивает* лодку от берега. Мы плывём.
 Я сажусь на скамью. Думаю: Зачем я здесь?
 “Что это значит?”, говорю я сердито.
 “Это значит”, говорит она и садится ко мне на скамейку, “это значит, что я люблю тебя”.
 Она сидит близко, близко. Перед моими глазами всё опять начинает кружиться...
 Вдруг что-то с шумом падает в воду. Я хватаюсь за пистолет — пистолета моего нет!
 О, теперь мне всё ясно! Теперь я, наконец, знаю, что всё это значит: её поцелуй, нежность в глазах, её слова — “приходи ночью”....
 Я смотрю на берег — наша лодка уже далеко от него. Кругом волны. Я плавать не умею.

I. AIM

- A. To read with fluency, good pronunciation, comprehension, and appreciation.
- B. To answer questions and to paraphrase in Russian.
- C. To achieve understanding of character and plot.
- D. To point out psychological, moral, and life values.

II. MOTIVATION

- A. Review the immediately preceding situation.
 - 1. Что случилось до сих пор?
 - 2. Как бы вы поступили на месте героя?

III. REMOVAL OF DIFFICULTIES

Write the following on the board and elicit the explanation from the students, if possible:

<i>Ночью</i>	Adverbial of time
<i>При-ходи</i>	Imperative in familiar form (Why is this form used here?)
<i>избушки</i>	New vocabulary — synonym <i>маленький дом</i>
<i>свет-л-ое</i>	Adjectival suffix <i>л</i> added to noun stem

<i>спускаться</i>	New vocabulary-reflexive verb (imperf.)
<i>ловко</i>	New vocabulary-adverb
<i>крутым</i>	New vocabulary-instrumental case after the verb <i>кажется</i>
<i>тяжёлые</i>	New vocabulary-antonym <i>лёгкие</i>
<i>поездок</i>	Synonym of <i>путешествий</i>
<i>отталкивает от</i>	Use of prefix <i>от</i> with preposition <i>от</i>
<i>шумят-шумом</i>	Use of the same stem for verb and noun

IV. READING

- A. Read the passage with appropriate expression.
 - B. Have students read the same individually and in chorus.
- Drill problems of pronunciation, intonation, and accentuation as the need arises with individuals/or class.

V. TESTING FOR COMPREHENSION

A. True-and-false questions:

1. *Эта сцена разыгрывается днём.*
2. *Девушка приглашает его, потому что она его любит.*

B. Completion-type questions:

1. *Мы знаем, что он сомневается в её любви потому что _____.*
2. *Наш герой боится упасть из лодки, потому что _____.*

C. Multiple-choice questions:

1. *Ему трудно спускаться, потому что:*
 - a. *он калека*
 - b. *он должен помочь девушке*
 - c. *берег крутой и очень темно*
 - d. *Он идёт без ботинок*

D. Direct questions:

1. *Почему она садится так близко к нему?*
2. *Почему у него кружится голова?*
3. *Что падает с шумом в воду?*

- E. Discussion in Russian of the setting, characters, and probable outcome of this episode.

VI. SUMMARY

- A. Have a collective outline written on the chalkboard by contributors.
- B. Have the written outline corrected and read by class.

VII. ASSIGNMENT

- A. Reread the passage at home for fluency and comprehension.
- B. Write a paraphrase of the selection in Russian.
- C. Read the remainder of the chapter.

Writing

General Considerations

To give direction to the following discussion of the types of writing to be done in Level III, it is best to review what has been said about writing in the Aims and the Guiding Principles of Level III. The Aims stressed the further development of writing ability "without resorting to translation. The Guiding Principles pointed out that in Level III the writing skills would be practiced mainly in conjunction with reading and that audio-lingual activities based on reading would serve as the "prelude to writing". The Guiding Principles also touched on the adverse effects of translation.

In addition to the Aims and Guiding Principles, a review of the writing activities recommended for Levels I and II will give us the point of departure for the discussion of writing activities in Level III. The chief types of writing practiced in Levels I and II were: (a) imitative (copying, dictation); (b) guided (completions and short responses); and (c) controlled (writing of cued responses, directed dialogue, etc.). In some cases, no doubt, a beginning had been made in the writing of directed and of free composition, but this cannot be assumed for all classes of Level II.

As a general principle, writing should be introduced in the development of each of the three skills previously discussed. After auditory comprehension exercises, short or complete answers can be given orally and then written. Replies to statements, questions, or commands can be written after they are spoken. After reading, there can be dictations, written exercises, and written summaries. Furthermore, by extension of any of

these forms of writing into a connected series of sentences, we can develop the rudiments of composition.

In developing writing skills, the teacher must distinguish between the skills per se as they are practiced in the classroom and the manner in which they are tested in the Level III Regents examination. The objective form of the examination and the attempt to operate almost entirely in Russian necessarily limit the possibilities of cursive answers and give undue emphasis to passive recognition. While perhaps indispensable in mass testing, short answers and multiple choices need not be used when dealing with smaller groups. It is therefore expected that teachers, as often as time permits, will require complete written responses in their classroom practice, in testing, and in homework.

Types of Writing

The following outline of types of writing for Level III continues most of the general types practiced in Levels I and II. It is not so much in type as in variety, extensiveness, and depth of treatment that Level III writing will differ from that of the previous levels. The chief innovations in Level III will be more extended forms of writing, ranging from directed to free composition. Letter writing as a form of directed composition will also receive fuller treatment in Level III.

Directed composition, with instructions either in English or in Russian, will be the chief type of writing favored in Level III. This by no means precludes the writing of free composition on assigned topics. However, the amount of time which can be devoted to free composition in Level III is necessarily limited; and in any case, whether or not free composition becomes a feature of Level III instruction will depend on the teacher's initiative and the calibre of the class. For this reason, the full development of free composition is not anticipated until Level IV.

DICTATION

1. Reading material of the difficulty of Level II, such as the dictation exercises from basic textbooks.
2. Songs previously memorized: *Во кузнице, Катюша, Метелица, Калинка, Подмосковные вечера, Ах ты ноченька.*
3. Poems previously memorized: *Парус, Ангел* (Лермонтова) — *Внимая ужасам войны* (Некрасова), *Птичка божия не знает* (Пушкина).
4. Proverbs.

COMPLETION OF A SERIES OF CONNECTED SENTENCES

1. Я обыкновенно встаю _____.
2. Но сегодня у меня нет _____.
3. Я хотела поэтому поздно _____, но вдруг телефон _____.
4. Это была моя _____, которая пригласила меня идти в _____.
5. "Зачем ты меня так рано _____," я _____?
6. Потому, что цена билета меньше _____ чем в _____.
7. Когда мы подъехали к _____, оказалось что у неё не было достаточно _____.
8. Мне нужно было не только _____ рано, но и заплатить за _____.

DIRECTED COMPOSITION WITH DIRECTIONS IN RUSSIAN

1. Где вы живёте, в каком районе?
2. Какие магазины находятся близко от вашего дома?
(кондитерская, аптека, парикмахерская, почта, мясная, бакалейная лавка, галантерейный магазин)
3. Как далеко от вас метро?
4. Проходят ли автобусы возле дома?
5. Сколько лет вы уже живёте здесь?
6. На каком этаже ваша квартира?
7. Куда выходят окна? на восток, запад, юг или север?
8. Сколько комнат у вас?
9. Они большие или маленькие?

DIRECTED COMPOSITION WITH DIRECTIONS IN ENGLISH

1. Begin by stating that one of the greatest of Russian poets is Pushkin.
2. Enumerate some of his outstanding works.
3. Name the composers of operas based on the Pushkin texts of *Pique Dame*, *Eugene Onegin*, and *Boris Godunov*.
4. Explain the strong influence which his childhood nurse had on Pushkin.
5. Describe his tragic and untimely end.
6. Tell which other famous poet met his death in the same way.
7. Mention how men of liberal thought were persecuted by the czars. They were sent into exile or to a penal colony in Siberia for the slightest expression of criticism of the government or of the cruel, feudal serfdom of the peasants.

GUIDED SUMMARIES BY QUESTIONS IN RUSSIAN OR BY OUTLINE

WRITTEN ANSWERS IN RUSSIAN TO ORAL OR WRITTEN QUESTIONS

1. Сколько республик составляют СССР?
2. Где находится Крым?
3. На какой реке расположен Ленинград?
4. Какие самые главные реки в Европейской части СССР?
5. В какие моря впадают эти реки?
6. Какие горы отделяют Европу от Азии?
7. Какие океаны омывают берега СССР?
8. Какие природные богатства находятся на севере?
9. Какой климат в СССР — разнообразный или только холодный?
10. Приблизительно сколько народов живёт в СССР?

USE OF SELECTED WORDS OR IDIOMS IN ORIGINAL SENTENCES

WRITTEN DESCRIPTION OF A PICTURE

FREE COMPOSITION BASED ON ASSIGNED TOPICS

1. Опишите вашу школу, вашу улицу, или вашу семью.
2. Опишите ваши развлечения или ваши путешествия.
3. Расскажите
а. о спектакле в театре
б. о концерте
в. о картине в кино
г. о новостях в газете или по радио
д. о программе телевидения
4. Общественная жизнь
а. на балете
б. на вечеринке
в. на футбольном матче
г. обед в ресторане
д. в театре
е. встреча мальчика с девочкой
5. Некоторые вопросы о русской культуре
Великие писатели и поэты
Великие художники, учёные, и т. д.
Знаменитые музыканты и композиторы

Русская история: Пётр Великий, Екатерина Вторая,
Пугачёв, Стенька Разин,
Иван Грозный, Борис Годунов
География СССР реки, моря, горы, города,
тундра, степь, тайга, и т. д.

MECHANICS OF LETTER WRITING

1. Salutation: Exclamation point follows name
Дорогой Иван! Милая Маша!
2. Date: Number in the nominative; month, when written out is in the genitive case: 2-ое февраля, третье марта.
3. Addressing the envelope: country, city, street, and number, name.
The name is written in the dative case.

СССР
Ленинград
Пушкинская улица, дом номер 5
Л. Н. Иванову

Free Composition

The procedures for the writing of directed composition are fully illustrated by specific examples in the outline of Types of Writing (pp. 111-114). However, for free composition only a few topics are suggested with no indication as to procedure. Although the full development of free composition will not come until Level IV, it is appropriate at this point to offer suggestions for the teaching of free composition for those teachers who wish to introduce this type of writing in Level III.

Free composition involves the original, independent, and easy manipulation of language. It requires imagination, resourcefulness and skill. The ability to express or compose one's thoughts in any language is always an exacting task which requires a knowledge of words, structures, idioms, and correct usage, as well as a background of experience and a fund of ideas. Preoccupation with the mechanics of language must not be so great as to interfere with the generation and flow of ideas.

It must be assumed, therefore, that students will already have acquired some facility of expression in Russian before embarking on the creative activity of free composition. This facility need not extend to complete mastery of the language in all its phases. For the purposes of writing on an assigned topic, a mastery of the linguistic details relative to that topic would, for the most part, be sufficient. Consequently, setting a single topic for the entire class would be the simplest and hence the beginning stage of teaching free composition.

Once pupils have gained sufficient mastery in making independent assertions and rejoinders, in giving independent responses, and in constructing original sentences, the teacher can develop a selected topic orally by means of a prepared series of sequential questions in Russian. The teacher uses these questions to elicit a variety of responses from the class. Several students are sent to the board. Each, in turn, writes one of the acceptable responses to the same question. The result is a series of varied responses. This procedure is repeated in phases until the body of the composition, approximately five or six sentences, is complete. Students then copy their individual choices. The same procedure is followed to develop introductory or topic sentences, transitional phrases, and concluding sentences.

In a similar way, other possibilities for encouraging free composition may be created by making the composition a center of interest for group activity. The advantage of developing a composition by a group is that its collective ability, linguistic knowledge, and imagination are made available to all. Consequently, slow students are helped and stimulated.

A suggested sequence for group development of a composition is:

1. Oral discussion in Russian of a topic selected by the group
2. Organization of the ideas to be included
3. Eliciting key vocabulary, phrases, and sentences from the group; writing these on the board; correcting and copying them in notebooks
4. Cooperative reading and dictation of original sentences by members of the group
5. Individual writing, with individual variations

The attainment of a measure of ability in creative writing gives the student a sense of achievement and leads to an interest in pen pal correspondence and in writing articles for publication in a school or citywide Russian publication. Students who have literary ability and interests should be encouraged to write short compositions, letters, or poems in Russian. Types of free composition, in addition to suggested topics, may include the following:

1. Summary and personal evaluation of a story read in class or as supplementary reading
2. Summary and personal evaluation of a newspaper or magazine article
3. Brief personal narratives on assigned topics
4. Completion of a story begun in class, or told by the teacher, or written by a gifted student

CONTENT AND SCOPE, LEVEL III

Grammatical Structures

A review of items taught in Levels I and II is essential. Many of these items were taught on an elementary level. They will now be presented in greater detail for reinforcement of knowledge and enlargement of scope. Certain items will receive greater stress than others since materials will be adapted to the needs of the students. Level III will also include items not previously taught or stressed; items which are important in rounding out the student's knowledge of the structure of the language for growth in reading and writing.

I. NOUNS

- A. Second genitive with partitives, and second locative in -у, -ю; немножко чаю, сахару; в саду, на краю
- B. Common gender: Он и она, врач, калека, слуга, сирота и т. д.
- C. Fleeting е and о between two consonants: отец, отца; окно, окон
- D. Use of the instrumental case after verbs of being and becoming: Она была/стала учительницей.
- E. Declension of: *путь*, masculine exception to 3rd declension

II. PRONOUNS

- A. Interrogative possessive — declension of: чей, чья, чьё, чьи
- B. Intensive — declension and use of *сам*: Он сам это мне сказал.

III. ADJECTIVES

- A. Irregulars in the comparative and superlative degrees: хороший, лучше, лучший; плохой, хуже, худший
- B. Short forms and their uses
 - 1. Predicatively: Лесть гнусна, вредна.
 - 2. Poetically: И на приветливые Лисицыны слова ворона каркнула.
 - 3. With different meaning than that of the long form:
Он *болен* — He is ill (temporarily).
Он *больной* — He is a sick man.

IV. VERBS

- A. Aspectual pairs: identical or close in meaning
Imperfectives are general, repetitive, or continuous.

Perfectives have no present because they have been completed or will be completed.

1. Formation of aspects from imperfectives to perfectives by
 - a. Adding prefixes: писать — написать; делать — сделать
 - b. Inserting the suffix -ну: отдыхать — отдохнуть
 - c. Substituting the suffix -и for -а: кончать — кончить
 - d. Shifting the accent: пересыпать — пересыпать
 - e. Alternating the root vowel from -а to -о: предлагать — предложить
 - f. Alternating the root vowel from -и to -е: собираю — соберу
 - g. Alternating the root from -им to -я and -ин to -а: понимать — понять; начинать — начать
2. Formation of aspects from perfectives to imperfectives by inserting the suffixes -ыва or -ива: выдумать — выдумывать, перелить — переливать; and the suffix -ва: убить — убивать
3. Expressing different aspects by different words: говорить — сказать; брать — взять; класть — положить
4. Some verbs with only one form used for both aspects: жениться, веле́ть и т. д.
5. Some imperfectives with no perfective counterparts and vice versa
Imperfectives: значить, присутствовать, принадлежать и т. д.
Perfectives: очутиться, стать и т. д.

B. Imperatives

1. In the first person plural: Пойдём! Пойдёмте!
2. In the third person: Пусть он идёт! Пусть они идут!
3. Special use of the past tense: Пошли, ребята!
4. Infinitive
 - a. In the affirmative, both perfective: Встать!
and imperfective: Молчать!
 - b. In the negative, only imperfective: Не вставать!

C. Irregular conjugation of verbs with suffix -ова. The suffix

-ова changes to the suffix -у: рисовать — рисую; целовать — целую

D. Mutation of consonants: с-ш; з-ж; к-ч; ск-щ; х-ш; ст-щ; м-мл; д-ж; б-бл; ст-ч

1. In the 1st conjugation, the change occurs throughout: писать — пишу, пишешь, пишет, пишем, пишете, пишут, пиши, пишите; плакать — плачу, плачешь и т. д.; искать — ищу; резать — режу; махать — машу; хлестать — хлещу; дремать — дремлю

2. In the 2nd conjugation, the change occurs only in the 1st person singular: сидеть — сижу, сидишь, сидит, сидим, сидите, сидят, сиди, сидите; спросить — спрошу; любить — люблю; встретить — встречу; спать — сплю; ставить — ставлю.

V. ADVERBS

Derived from other parts of speech (note the endings originating from case endings)

From nouns: вместе, справа, по-человечески, вслух, пешком и т. д.

From adjectives: искренне, по-новому, технически, по-птичьи и т. д.

From pronouns: по-моему, по-твоему и т. д.

From verbals: молча, шутя, припеваючи, торжествующе и т. д.

From numerals: втроём, вдвое, во-первых и т. д.

VI. PREPOSITIONS

Usage with prefixed verbs

A. With matching prefix: до: дойти до школы; в: войти в театр.

B. With nonmatching prefix: выехать из Москвы; убежать от неё.

VII. NUMERALS

A. Adjectives modifying nouns with the numerals 2, 3, and 4 are plural: Два красных яблока лежат на столе.

B. After the numerals 2, 3, and 4, animate nouns in the accusative take the genitive plural form.

C. Declension of cardinals: 200-900. Both parts are declined: двухсот, тремстам, четырёмстам, пятьюстами, шестистами и т. д.

Vocabulary Range, Level III

Since Level III is the year in which the development of reading power is stressed, and since this development is inconceivable without the acquisition of a greatly increased vocabulary, the question of vocabulary range assumes vital importance. The term vocabulary range is used because it is no longer feasible to provide definite vocabulary lists as was done in Levels I and II.

The reasons for this are inherent in the growing divergence between active and passive (or recognitional) vocabulary that occurs as silent reading for comprehension increases in frequency, quantity, and scope. Silent comprehension is much easier than immediate recall and articulatory power required for oral production. In silent reading there is time for deliberation, for inferring meanings from context or from word analysis, and for putting into play the recognitional skills derived from the study of cognates and the functions of lexical elements (prefixes, suffixes, etc.), Analogical reasoning, based on life experience, and reading in English, as well as the frequent recurrence of basic words, also promote the rapid expansion of recognitional vocabulary.

In the development of reading power, a point is reached where comprehension develops in geometric ratio, whereas the power of recall for active oral production proceeds in arithmetic ratio. This means that the guiding principle of Level I, which states that nothing is to be read which has not first been mastered audio-lingually, must be modified for Level III. In silent reading for comprehension and in extensive reading, there is bound to be a vast area of subject matter that can be read and understood but not necessarily articulated with the same facility and correctness expected in the strictly audio-lingual phase of Level I. And it certainly would not be wise to limit the vocabulary range required for increased maturity and interest of reading matter until the same range had been mastered audio-lingually.

Another factor which makes it unfeasible to prescribe a set word list for Level III would be the unwieldy dimensions which such a list would assume. It would come to about 1,500 words for Level III alone and might be even longer, if cognates, compounds, geographical names, etc., were included. Furthermore, the great variety of textbooks and reading materials, and the large number of sources and topics suggested in the New York State foreign language syllabi as areas of interest in which pupils are expected to speak and read would make such a list incomplete no matter how many words it contained.

For these reasons, this curriculum bulletin can indicate only the vocabulary range suggested by the areas of interest in the New York State syllabi for the various foreign languages. The textbooks and reading materials of a particular school in Level III will determine the specific vocabulary in the different areas of interest.

In determining which words to teach for active mastery, the teacher should be guided by the vocabulary lists of Levels I and II and by the vocabulary range suggested in the sections on Topics for Audio-Lingual Experiences, Topics for Conversation, and Topics for Oral Reports.

In teaching vocabulary for passive comprehension, the teacher should be guided by the vocabulary range suggested by Topics Based on Extensive Reading.

Where there is a duplication of topics under both intensive and extensive reading, it is, of course, anticipated that the maturity of oral performance in connection with intensive reading will be greater than that with extensive reading.

Outline of Topics Determining Vocabulary Range*

I. Topics for Audio-Lingual Experiences

- A. Making appointments, meeting, going somewhere together
- B. Asking directions
- C. Describing the actions needed for using means of transportation
- D. Naming and describing the essential elements of the following activities:
 - 1. In the theater: the usher, the program, the seats
 - 2. At the library: the type of book, the librarian, borrowing
- E. Procuring goods and services
- F. Expressing regret, sympathy, appreciation, agreement, disagreement, surprise
- G. Expressing social amenities
- H. Expressing interpersonal relationships
 - 1. Forms of address
 - 2. First names
- I. Expressing leave-taking at the end of an activity

II. Topics for Conversation

- A. Everyday activities
 - 1. At school

*Abstracted from *Russian for Secondary Schools* (Albany, N.Y.: State Education Department, 1965), pp. 25-31.

2. At the department store
3. At the service station
4. At the barber's (beauty salon)
5. At the men's clothing shop (dress shop)
6. At the railroad station
7. At the airport
8. In the subway (the bus)
9. At the examination
10. Appointment at a restaurant
11. At a sports event
12. On the telephone

B. Cultural activities

1. At the library
2. At the bookshop
3. Visit to an art museum
4. At the movies
5. At a concert (at the opera)
6. A television program
7. A radio news broadcast
8. A trip of cultural interest
9. A foreign newspaper (magazine)
10. An article in a foreign newspaper (magazine)

III. Topics for Oral Reports

- A. A great historical personage
- B. A great scholar, scientist, or artist
- C. My hero
- D. An interesting character
- E. A book that I have read
- F. A good movie that I have seen
- G. An interesting event
- H. My future career

IV. Topics for Intensive Reading

- A. Science
- B. Art
- C. Music
- D. Politics
- E. Short Stories
- F. Plays

- G. Short novels
- H. Biographies
- I. Essays
- J. History
- K. Poetry

V. Topics Based on Extensive Reading

- A. Foreign periodicals (news items, features, advertisements, anecdotes, reviews, editorials) and encyclopedias
- B. Pamphlets
- C. Current events
- D. Sports
- E. Theater
- F. Contemporary life
 - 1. Homemaking
 - 2. Fashions
 - 3. Travel
 - 4. Government
 - 5. Schools
- G. All topics in IV on a simpler level

Idiomatic and Everyday Expressions, Level III

- | | |
|-------------------------|----------------------------|
| 1. Волей неволей | 10. Мне всё равно |
| 2. Дать задаток | 11. На злобу дня |
| 3. Жил-был | 12. Ни за что! |
| 4. Заплатить вперёд | 13. Ни так, ни сяк |
| 5. Знать судьба такова! | 14. Полно смеяться над ней |
| 6. Как видно | 15. По мере возможности |
| 7. Кататься на коньках | 16. Само собой разумеется |
| 8. Каким образом? | 17. С какой стати! |
| 9. Как это пишется? | 18. Только что |

Idiomatic Uses of Verbs of Motion

- | | |
|--------------|-----------------|
| ИДТИ | Переговоры идут |
| Время идёт | Письмо идёт |
| Дела идут | Поезд идёт |
| Дорога идёт | Речь идёт |
| Кровь идёт | Фильм идёт |
| Пароход идёт | Пьеса идёт |

Цвет идёт (ей, вам)
Часы идут
Нашлись добрые люди
Нельзя обойтись
Перейти на ты
Пришлось ждать
Сойти с ума

ХОДИТЬ
Ходить на лыжах
Ходить в белом
Окна выходят на двор
Она похожа на мать
Где находится дом?
Это мне подходит
Что происходит?

ВЕСТИ — ВЕЗТИ
Вести хозяйство
Тропинка ведёт
Мне повезло
Произвёл впечатление

Вести себя плохо
Развестись с мужем

ЛЕТЕТЬ
Время летит
Пролетели годы

НОСИТЬ — НЕСТИ
Носить форму
Перенести боль
Доносить царю
Наносить обиду

ВОДИТЬ
Заводить дружбу
Наводить страх
Переводить на русский язык
Проводить время

БЕГАТЬ — БЕЖАТЬ
Избегать его
Прибегать к
Пробежать страницу

Proverbs, Level III

1. За двумя зайцами погонишься, ни одного не поймаешь.
2. Даровому коню в зубы не смотрят.
3. Дело мастера боится.
4. Задним умом дела не поправишь.
5. Кто вчера солгал, тому и завтра не поверят.
6. Любишь кататься, люби и саночки возить.
7. На языке медок, а на сердце ледок.
8. Незваный гость хуже татарина.
9. Не имей сто рублей, а имей сто друзей.
10. Не плюй в колодец, пригодится воды напиться.
11. Не верь словам, а верь делам.
12. По одежде встречают, по уму провожают.
13. Не всякому слуху верь.

Culture Topics, Level III

The following is a suggested checklist of topics for Level III. It is not intended that students be held responsible for all the dates and details

included. *The material is furnished as a resource for the teacher.* Topics should be selected as they become pertinent through current affairs, the observance of holidays and anniversaries, allusions in textbooks, the daily press and magazines, films, radio and television programs.

Historical Background of the USSR

IMPORTANT DATES, EVENTS, AND OUTSTANDING PERSONALITIES

- 862—legendary founding of Russian state; start of Rurik (of Viking origin) dynasty in Novgorod
- 988—Christianity adopted by Vladimir I
- 1019–1054—reign of Yaroslav the Wise; peak of cultural and political development in Kievan Russia
- 1147—founding of Moscow
- 1223–1480—Russia under the Tartar yoke
- 1462–1505—Ivan III, “the Great,” first to take the title of Tsar
- 1533–1584—reign of Ivan IV, “the Terrible”
- 1598–1605—reign of Boris Godunov
- 1604–1613—appearance of “False” Dmitry; “Time of Troubles”
- 1612—Minin and Pozharsky unite Russians, drive Poles out of Moscow
- 1613–1645—reign of Michael I, founder of Romanov dynasty
- 1645–1676—reign of Alexis I: Avvakum and Old Believers; Nikon (reformer); Stenka Razin (peasant rebel); law code legalizing serfdom (1649)
- 1682–1725—reign of Peter the Great; westernization of Russia
- 1700–1721—the Great Northern War (with Sweden); Russia gains access to the Baltic Sea; subordination of church to the state (Holy Synod)
- 1703—founding of St. Petersburg
- 1755—Moscow University founded by Lomonosov
- 1762–1796—reign of Catherine the Great; age of “enlightened despot”
- 1772–1774—Pugachev Revolt
- 1812—Napoleon invades Russia unsuccessfully
- 1825—Decembrist Revolt
- 1825–1855—reign of Nicholas I
- 1855–1881—reign of Alexander II; the Crimean War (1854–1856); the emancipation of serfs (1861)
- 1867—Russia sells Alaska to the United States
- 1894–1917—reign of Nicholas II, last of the Romanovs
- 1905—First Revolution
- 1917—February Revolution (Kerensky Provisional Government); October Revolution (October 25, Julian calendar; November 7, Gre-

gorian calendar); Bolsheviks under Lenin and Trotsky seize power
 1917–1921—Civil War and foreign intervention; War Communism
 1921–1928—period of the New Economic Policy (NEP)
 1924—death of Lenin; Trotsky stripped of power; Stalin usurps power
 1928—first Five-Year Plan inaugurated
 1929—Trotsky expelled from the USSR; intensive collectivization begins
 1933—recognition of the USSR by the United States
 1936–1939—Stalin's purges
 1939—Nazi-Soviet Pact
 1941—Third Reich invades the Soviet Union
 1943—the Third Comintern dissolved
 1945—Yalta and Potsdam conferences; VE and VJ days
 1946—Zhdanovshchina: intensification of cultural censorship
 1953—death of Stalin; Khrushchev elected First Secretary
 1956—destalinization; 20th Party Congress—Khrushchev's secret
 speech; intervention in the Hungarian Revolt
 1957—Soviet Sputnik launches the space age
 1958—Khrushchev elected Premier
 1962—Cuban missile crisis
 1964—Khrushchev replaced in power by Brezhnev and Kosygin

HOLIDAYS

May 1—celebration of workers' international solidarity
 November 7—anniversary of the Bolshevik Revolution

Major Points of Interest

Moscow

Moscow University
 Tchaikovsky Conservatory
 Tretyakov Art Gallery
 Bolshoi Theater
 Maly Theater
 Kremlin (Tsar Bell, Tsar Cannon)
 St. Basil's and other cathedrals
 Red Square
 Lenin Mausoleum
 State Department Store (GUM)
 Gorky Park of Culture and Rest
 Lenin Sports Stadium
 Novodevichy Monastery
 Zagorsk Monastery (near Moscow)

Permanent Agricultural Exposition
Metro

LENINGRAD

Hermitage Museum
Kazansky Sobor (museum of religion and atheism)
Bronze Horseman
Admiralty
Peter and Paul Fortress
Cruiser "Aurora"
Petrodvorets (near Leningrad)
St. Isaac's Cathedral

KIEV

St. Sophia's Cathedral
Statue of St. Vladimir
Golden Gates of 11th century fort
Pechersky Monastery

BUKHARA

Emir's Palace
Kalyan Minaret (1127)

SAMARKAND

Tamerlane's Mausoleum

Arts and Sciences in the USSR

LITERATURE

1. The Golden Age—19th Century
Krylov, Ivan (1769-1844) wrote fables satirizing vices
Pushkin, Alexander (1799-1837) Russia's greatest poet; created the first "superfluous" man in the character of Eugene Onegin, in the novel (in verse) of the same name
Gogol, Nikolai (1809-1852) master of the grotesque, the supernatural; satirist
Goncharov, Ivan (1812-1891) portrays the spiritual inertia and impractical character of the Russian landed gentry in the character of Oblomov, in the novel of the same name
Lermontov, Mikhail (1814-1841) leading romantic poet; "bard of the Caucasus"

Turgenev, Ivan (1818-1883) novelist of great lyrical style; westernizer
 Dostoyevsky, Fyodor (1821-1881) creator of the modern psychological novel; Slavophile
 Tolstoy, Lev (1828-1910) outstanding novelist in world literature; philosopher and humanitarian

2. Late 19th Century to Soviet Era

Garshin, V. M. (1855-1888) pacifist, sensitive and morbid short story writer
 Chekhov, Anton (1860-1904) master of the short story and drama, depicting sympathetically the boredom, banality, vulgarity, and meaninglessness of life
 Gorky, Maxim (Peshkov) (1868-1936) champion of social outcasts
 Kuprin, Alexander (1870-1938) sensational stories of action and adventure
 Bunin, Ivan (1870-1953) first Russian Nobel Prize winner
 Blok, Alexander (1880-1921) symbolist poet

3. Soviet Era

Zamyatin, Yevgeni (1884-1937) leader of the "Serapion Brothers"; forerunner of Aldous Huxley and Orwell in his novel *We*
 Pasternak, Boris (1890-1960) outstanding modern poet; offered the Nobel Prize
 Ehrenburg, Ilya (1891-1967) prolific novelist and journalist
 Mayakovsky, Vladimir (1893-1930) best-known poet of the early Soviet era
 Babel, Isaak (1894-1938) depicts violent brutality of the Civil War
 Yesenin, Sergei (1895-1925) sensitive poet of the country scene
 Zoshchenko, Mikhail (1895-1958) depicts everyday situations with great humor
 Paustovsky, Konstantin (1892-) writes short stories imbued with a feeling for nature
 Ilf (Feinzilberg) (1897-1937) and Petrov (Katayev) (1903-1942) picaresque novels, humorous stories, and satires on Soviet life
 Sholokhov, Mikhail (1905-) Nobel Prize winner, deals with the Don Cossacks
 Solzhenitsyn, Alexander (1918-) daring voice of opposition in contemporary literary world
 Yevtushenko, Yevgeny (1933-) popular Soviet poet
 Voznesensky, Andrei (1933-) outstanding contemporary poet

ART

1. Byzantine (10th-18th centuries) accepted and assimilated from the time of the introduction of Christianity; iconography, religious portraits on wood
2. Secular national art (1672-1725) developed under Peter the Great; Russian artists trained abroad; foreign artists imported
Fioraventi (15th century) taught Russians technique of handling stone, mortar, and brick
Rastrelli I (1675-1744) sculptor of royal busts
Rastrelli II (1700-1771) architect, built Tsarskoe Selo, Winter Palace, Smolny Institute
Rossi (1775-1849) architect, created entire streets of artistic buildings in Petrograd
3. Folk art: ornamentation in red, yellow, and green applied to the portrayal of subjects, both secular and religious, in the villages of Palech, Mstera, and Kholui; wood carving, metal work, and enamel in the forefront of the minor arts
4. Classical period (18th century) inspired by the French
Losenko (1731-1773) portraitist, historical and classical themes
Levitsky (1735-1822) portraitist, painted subjects as they were
Borovikovsky (1757-1825) sentimentalist
5. Realist (19th century)
Tropinin (1776-1857) freed serf; portraitist
Venetsianov (1780-1847) poetic genre painter of village life
Kiprensky (1782-1836) famous for his Pushkin portrait
Bryullov (1799-1852) historical subjects: *Last Days of Pompeii*
Ivanov (1806-1858) historical and religious subjects: *Christ at Jordan*
Fedotov (1815-1852) rebel, painted peasant life
Aivosovsky (1817-1900) seascapes
Shishkin (1831-1898) forests
Ghe (1831-1894) portraits with psychological insight
6. Peredvizhniki (Wanderers) expelled by the Academy because they chose political and social subjects. Arranged traveling art exhibits.
Kramskoy (1837-1887) organizer of the Peredvizhniki
Perov (1833-1882) critic of serfdom—*Accompanying the Dead*
Vereschagin (1842-1904) anti-war canvases—*Mortally Wounded*
Kuinzhi (1842-1910) theatrical effects in landscapes

Repin (1844-1930) *Burlaki on the Volga; Cossacks Writing to Sultan*

Surikov (1844-1916) *Morning Before Execution* (based on historical event)

Vasnetsov (1848-1926) combined fantasy with folk art

Vrubel (1856-1930) symbolist; imaginative

Levitan (1861-1900) friend of Chekhov; landscapes

Serov (1865-1911) popular portraitist of famous personalities

7. Theatrical design

Korovin (1861-1939) impressionist decorator

Bakst (1866-1924)

Benois (1870-1960)

Tcheliichev (1898-1957)

8. Art since the revolution

(1917-1922) The most extreme forms of abstraction in painting and sculpture which had been developed as stylistic innovations before the revolution became the official style.

Since 1928, when all private art groups were dissolved, art has been used to bolster morale in wartime and as a political tool and propaganda device. Therefore, art for art's sake is no longer accepted, and socialist realism has prevailed.

Kandinsky (1866-1944) expressionist; emigré to France

Chagall (1889-) expressionist; emigré to France

A. Pevsner (1886-1962) cubist; brother of Naum Pevsner who renamed himself Gabo

Malevich (1878-1935) geometrical abstractions

Gabo (1890-) uses plexiglas; constructivist sculptures, new departure in three-dimensional representation

Neizvestny (1925-) sculptures in plastic, stone, and bronze; etchings

9. Multinational art of various republics (Uzbek, Turkmen, Ukraine, etc.) was encouraged after the Revolution, e.g., the art of carpet making, embroidery, lacemaking, bone and wood carving, fine ceramics, and decorative metal work

Music

1. Composers

Glinka (1803-1957) *Ivan Susanin* and *Ruslan and Ludmilla*

"The Mighty Five":

- Moussorgsky (1839-1881) *Boris Godunov*; *Pictures at an Exhibition*
- Rimsky-Korsakov (1844-1908) 15 operas; *Scheherazade Suite*; wrote text on orchestration
- Borodin (1833-1887) *Prince Igor* (the musical *Kismet* is based on it)
- Balakireff (1837-1910) introduced Russians to old and new music
- Cui (1835-1918) military engineer and music critic
- Tchaikovsky (1840-1893) operas: *Eugene Onegin*, *Queen of Spades* (both based on Pushkin); ballets: *Swan Lake*, *Sleeping Beauty*, *Nutcracker Suite*, six symphonies
- Scriabin (1872-1915) developed the "mystic chord"
- Rachmaninoff (1873-1943) pianist, composer of songs, orchestral and piano works in the romantic idiom
- Prokofieff (1891-1953) *Peter and the Wolf*, *The Love of Three Oranges*, *Classical Symphony*, *Romeo and Juliet* (ballet); modern idiom
- Stravinsky (1882-) ballets: *Firebird*, *Rites of Spring*, *Petrouchka*
- Shostakovich (1906-) operas: *Katerina Ismailova* (based on Leskov's novel), *Nose* (based on Gogol); *Golden Age* (ballet); 13 symphonies
- Khachaturian (1903-) Soviet-Armenian, prolific composer using folklore of his native Armenia; *Gayne Suite*

2. Performers

- Chaliapin (1873-1938) outstanding basso
- Oistrakh, David (1908-) and Oistrakh, Igor (1931-) violinists
- Kogan (1922-) violinist
- Rostropovich (1927-) violoncellist
- Gilels (1919-) pianist
- Richter (1914-) pianist
- Pavlova (1885-1931) famous for her interpretation of the "Dying Swan"
- Nijinsky (1890-1950) male ballet dancer
- Nureyev (1939-) male ballet dancer
- Ulanova (1910-) female ballet dancer
- Plisetskaya (1925-) female ballet dancer

3. Famous Companies

Diaghilev Ballet in Paris and Monte Carlo
Kirov Ballet—Leningrad
Bolshoi Opera and Ballet of Moscow
Moyseyev Folk Dancers

SCIENCE

1. Prerevolutionary science

Lomonosov (1711-1765) contributions in literature, grammar, philosophy, philology, poetry, history, metallurgy, astronomy, chemistry, physics

Lobachevsky (1792-1856) pioneer of the modern Euclidian geometry

Mendeleev (1834-1907) chemist; periodic system of elements

Karpinsky (1846-1936) geologist

Pavlov (1849-1936) physiologist, psychologist; conditioned reflex;
Nobel Prize for medicine in 1904

Tsiolkovsky (1857-1935) pioneer in rocketry

2. Soviet science

Academy of Sciences—founded in 1726; until 1917 Imperial Academy of Sciences; highest academic institution in the country; nine departments—physics and mathematics, chemistry, biology, geology and geography, technology, history, economics, philosophy and law, literature and language; manages about 200 institutions and other research institutions employing about 18,000 research workers; acts as a kind of ministry of science; title of academician confers on holder a very high status in the official social hierarchy.

Some outstanding scientists and their achievements:

Vavilov—botanist and geneticist

Kurchatov—nuclear physicist, directed the utilization of nuclear energy for both military and peaceful purposes

Semyonov—physicist and chemist; theory of chain reaction; shared Nobel Prize for chemistry in 1956

Korolev—designer of Vostok and Voskhod vehicles and the mooncraft

Parin—space medicine expert

Kolmogorov—mathematician; authority on the theory of probabilities

Kapitsa—physicist; specialist in the study of low temperatures; discovered the phenomenon of superfluidity in liquid helium

Landau—theoretical physicist; thermodynamics

Tamm—physicist; quantum mechanics; theory of radiation and cosmic rays and the interaction of nuclear particles
 Blagonravov—of Sputnik fame
 Gagarin and Titov—cosmonauts
 Tereshkova—first woman in space
 Timofeyev-Rissovsky—geneticist

GOVERNMENT

1. Constitution of 1936

The Russian Constitution, unlike that of the United States, not only establishes a framework for the Soviet government, but also enunciates social goals. No matter what specific provisions are made for management of political power in Russia, the Communist Party and more specifically the Presidium of the Communist Party, as well as its Central Committee, control power in the Soviet Union. Moreover, civil rights, while included in the Constitution, are always conditioned and limited by the direction the Communist Party wishes to take.

- a. The Supreme Soviet is the highest legislative organ of the USSR.
- b. Between sessions, power is exercised by the Presidium of the Supreme Soviet
- c. The Soviet of People's Commissars (renamed the Soviet of Ministers of the USSR in 1946) is the highest executive organ
- d. Article 125 provides for freedom of the press, speech, assembly, and street demonstrations
- e. Articles 17 and 18 guarantee the right of each republic to leave the USSR; their territory cannot be altered without their consent; but the Karelian-Finnish Republic was changed by the central organ's decree in 1956 to an autonomous republic without a plebiscite
- f. The Legislature meets twice a year to approve laws of the Presidium; 85% of the Supreme Soviet are Communist Party members
- g. Courts: Peoples, Regional, Supreme Court (cannot declare laws unconstitutional)
- h. Labor unions: no collective bargaining for hours and wages, no strikes; dues—1% of wages; special privileges—sick benefits, disability, priorities in regard to rest homes
- i. All workers get free medical services, old age pensions, vacations at government resorts, workmen's compensation

2. New farm programs

- a. Abolished tractor stations; tractors sold to co-ops

- b. Abolished compulsory crop deliveries to the government at low prices
- c. Canceled all outstanding farm debts to the State
- d. Prices fixed at actual cost of production to stimulate output (farm output only one-fourth that of United States per unit)

3. Labor

- a. Hours: 7 in steel plants; 6 in mines
- b. Managers receive extra pay, car, home
- c. Artists, writers, entertainers are subsidized
- d. Teachers, party members, government and army officers receive higher pay than workers

INDUSTRIAL AND ECONOMIC FACTORS

1. Agriculture

Traditionally, Russia has been an important agricultural country and during the 19th century exported her products to countries all over the world. Under the Soviet regime agriculture has been either collectivized into organizations called kolхозes or brought directly under state control in sovхозes. Whether in collectives or state farms, the Soviet government has taken a direct hand in the management and control of agricultural production. Recently, the government has tried to increase agricultural production by expanding the area under cultivation in Siberia, raising the price of some farm products, and increasing the production of fertilizer.

Three major areas of agricultural production are: Crimea and the Caucasus—citrus fruits, tea, olives, sheep and goat raising in the mountains; Ukraine—wheat, corn; Soviet Central Asia—cotton, citrus fruits, some wheat.

- 2. Fishing industry: Principal fishing grounds are the Barents and White Seas, the Far East, the Caspian Sea, and the Baltic Sea; part of the northern and Baltic fishing fleet makes its catch in the Atlantic; special whaling fleet operates in the Antarctic; the Volga and the Sea of Azov have had their rich fish resources decimated by pollution and haphazard fishing; the largest and most modern fish processing plants are in Murmansk and Astrakhan.
- 3. Lumbering: 30-50% of USSR territory is covered by forests; 80% of the forests are evergreen, used for cellulose, paper, etc.
- 4. Fur industry: sable, ermine, seal, squirrel, etc.

5. Hydroelectric power: hydroelectric stations in Siberia on the Angara, Ob, and Yenisey Rivers; Dnieprostroy and Caucasus; Kuybishev
6. Mining: foremost in quantity and variety of raw materials
 - Coal—second only to the U.S.; Donetz Basin; East and West Siberia
 - Peat—European forest land and West Siberia lowlands; used only in Central European and Western USSR when other fuel is not available
 - Oil—Baku and Asiatic Tartar Republics
 - Gas—North Caucasus, Volga, Carpathians, and Kharkov
 - Iron ore—Ukraine and Urals; Kazakhstan; East and West Siberia
 - Manganese—USSR ranks first in the world in manganese resources and production
 - Chromium—Urals; Russia leads in world production
 - Copper—Kazakhstan
 - Zinc and lead—Kazakhstan, Central Asia, Far East, North Caucasus
 - Platinum—Urals
 - Gold—Lena River, Kolima River
 - Aluminum—Urals, Kazakhstan, Siberia
 - Nickel and cobalt—deposits among greatest in the world; Krasnoyarsk Region, Kola Peninsula, Urals, Kazakhstan
 - Uranium, phosphorus, asbestos, salt—Urals, Kazakhstan
 - Precious stones—Yakutsk; world's leader in industrial diamonds
7. Manufacturing and economic planning

Russian industrialization began during the reign of Peter the Great but remained dormant until the late 19th century when foreign capital flowed into Russia to help with the construction of railroads and heavy industry. After the Soviets came to power, they took control of all industry. However, during a short period in the early 1920's under the New Economic Policy they allowed some private ownership. After 1928 virtually all industry came directly under government control and five year plans were set up to organize the direction and pace of Soviet industrial development. The greatest attention was paid to heavy industry, such as steel, mining, and machine tools. Consumer goods were almost completely neglected because of the scarcity of raw materials concentrated in heavy industry. The Soviet government introduced Gosplan, a governmental organ, which initiates, coordinates, and directs Soviet economic development through central planning. Recently, the government has introduced greater flexibility and attempted in a limited way to allow prices to be determined by market conditions. It has also accelerated the economic development of Siberia.

Level IV

MOTIVATIONAL ACTIVITIES

The Importance of Level IV

A major goal of the foreign language program is to develop greater proficiency in foreign languages among our students. This can be accomplished through a longer sequence of study such as recommended in the national ten-year foreign language program of the Modern Language Association of America. What are the prospects for achieving this longer sequence of study within the framework of the New York City Foreign Language Program?

The growth of the foreign language program was envisaged as proceeding both downward and upward; i.e., where the second level of foreign language was moved down from the high school to the lower school, it was hoped that the fourth level in the high school would expand so that there would be enough students to make a subsequent fifth level possible as an addition to the high school program.

Increasing the "Holding Power" of Foreign Languages

Whether or not the fourth and fifth levels will flourish depends on a number of factors. For example, foreign language registers frequently depend on administrative decree, organizational necessity or expediency, college entrance requirements, United States foreign relations, etc. These are extrinsic factors about which the classroom teacher, as an individual, can do little or nothing. There is, however, one decidedly intrinsic factor which is within the teacher's province, the factor of student motivation.

Although many students enjoy studying a foreign language for its own sake, in general it must be conceded that the study of a foreign language, as indeed of any other subject, is not always self-motivating. A deliberate and continuous program of motivation must be planned and carried on to keep pupils constantly aware of the values and benefits which they can derive, and are in fact deriving, from their foreign language study. It is hoped that such awareness will induce them to con-

tinue their study of the subject. Until such time as an irresistible demand arises for a compulsory fourth level, foreign language teachers must have recourse to the "inner compulsion" of student motivation.

To be successful, a program of student motivation, designed to increase the holding power of foreign languages, must be built on a firm psychological and pedagogical foundation. It is therefore necessary to review and evaluate the motives underlying students' choices of elective subjects. These motives can be classified under subjective and objective categories from the standpoint of the student. In the subjective category are various psychological motives generated by personal needs and interests and by gratification resulting from successful achievement, from the use of mastered skills, and from the application of acquired knowledge and insights. In the objective category are community and national needs and interests. Additional motives are the desire for status and vocational preparation—socioeconomic factors that play a combined subjective-objective role in student motivation.

Psychological studies and the experiences of guidance specialists reveal that the subjective category far exceeds the others in motivational force, since the average adolescent, at least when judged by the reasons he gives for curricular choices, is egocentric, hedonistic, and utilitarian. In other words, the needs and interests of the student and the values and benefits claimed for a school subject must be personally felt or actively realized by the student himself in order to be fully effective. These motivational factors cannot, in the long run, be imposed from without in accordance with adult standards.

These considerations point to the type of motivational program most likely to succeed with students, namely, a program based on subjective motivation. To be sure, the usual objective means for increasing the holding power of foreign languages will continue to be employed as in the past; e.g., improving instruction, increasing the intrinsic interest of course content, supplying attractive, up-to-date textbooks and teaching kits, providing foreign language educational and vocational guidance (guidance charts and literature both for students and for guidance counselors), self-guidance inventories for students, etc. Time should also be taken to point out to college-bound students the desirability of maintaining an unbroken sequence of foreign language study to bridge the gap between high school and college. However, the main emphasis will be on meeting the subjective needs and interests of students by providing opportunities for self-expression, for personal gratification, and for using the skills and knowledge acquired in the foreign language classroom.

Motivating Foreign Language Learning Through Student Activities

The following outline of activities is quite exhaustive and obviously cannot be applied all at once and in every detail. Choice of items and adaptations to local conditions will, of course, be made. To assist teachers in guiding their students into these activities, it is desirable to establish a center of activities. This could be in special foreign language classrooms, the foreign language office, the language laboratory room, a section of the school library, or a special foreign language library and activity room. The activity center would contain (a) supplementary readers in Russian, (b) a library of books and periodicals pertaining to Russian, both in English and in Russian, (c) a reference library of information regarding vocational and educational opportunities for Russian students, and (d) a tape and disc library for language practice and for cultural appreciation.

A CHECKLIST OF STUDENT ACTIVITIES IN RUSSIAN

CLASSROOM ACTIVITIES

1. Leading Russian recitations (vocabulary review, choral reading, etc.)
2. Acting as class leader in correcting boardwork
3. Acting as class secretary (roll call, minutes, etc.)
4. Reading dictation or auditory-comprehension passages to the class
5. Preparing Russian dialogues or skits for class dramatization (under teacher's direction)
6. Creating drill sequences, games, or contests for class use
7. Summarizing a passage or an entire story in Russian
8. Writing and presenting a supplementary reading report
9. Telling about experiences abroad or at Russian cultural centers in the United States
10. Providing current events materials for the class bulletin board and discussing the clippings
11. Bringing to class and demonstrating *realia* (costumes, implements, books and periodicals, travel folders, stamps, coins, picture postcards, passports, recordings, maps, menus, travel literature, travel diaries, etc.)
12. Keeping a class scrapbook (specimens of class compositions as contributions to the Russian publication)

13. Making posters and charts for classroom display (verb, idiom, vocabulary, or proverb charts; illustrations of scenes from stories read in class, with Russian captions; drawing of a room with furniture, a house, a vehicle, a machine or a household appliance with parts labeled in Russian, etc.)
14. Planning and presenting a cultural program in class (national celebrations, religious holidays, historical events, biography of a Russian celebrity, Russian songs, narration of an opera with recorded excerpts, folk dances, Russian styles and fashions, etc.)

DEPARTMENT ACTIVITIES

1. Producing Russian publications
2. Leading Russian clubs and honor societies
3. Maintaining the department bulletin boards
4. Running the department audio-visual loan service
5. Keeping records in connection with the supplementary reading program
6. Serving on the foreign language office squad
7. Tutoring students who need help
8. Providing interpreter and guide services for Russian-speaking visitors
9. Maintaining the foreign language office information center (college entrance requirements in foreign languages, scholarship opportunities, Russian summer schools, study abroad, student exchange, Russian contests, sample tests, vocational opportunities in foreign languages, etc.)
10. Handling subscriptions to Russian student publications, sale of Russian paperback dictionaries, etc.
11. Engaging in and maintaining the pen pal or tape exchange program with other schools abroad and in the United States
12. Promoting Russian activity exchanges with other schools
13. Presenting a Russian assembly program, exhibit, fair, or demonstration
14. Assisting in the operation and supervision of the language laboratory

OUTSIDE ACTIVITIES

(Sponsored by the foreign language department)

1. Going on trips (museums, theaters and movies, concerts and operas, restaurants, Russian cultural centers, embassy, travel agencies, libraries, etc.)

2. Attending and participating in Russian cultural, social, and festival programs (local colleges, Russian teachers' organizations, civic organizations, etc.)
3. Participating in citywide Russian language programs (demonstrating lessons, song festivals, choral recitations, dramatic presentations, folk dancing recitals, etc.)
4. Contributing articles and serving on the editorial staff of Russian students' publications
5. Interviewing Russian celebrities and reporting the interview in the school newspaper
6. Entering citywide or national Russian contests
7. Maintaining liaison with alumni who are specializing in Russian and inviting them to guidance assemblies
8. Acting as hosts to students from lower schools, in an articulation program

AIMS FOR LEVEL IV

Linguistic

1. To develop increased competence in understanding Russian when spoken by a native on a general subject
2. To develop increased competence in understanding Russian when spoken by natives on radio, television, records, tape, films, and in the theater
3. To develop increased competence in the ability to carry on a conversation in Russian, using the correct sound system (pronunciation, intonation, phrasing, etc.), vocabulary, and structures—on topics based on reading selections, cultural items, or individual interests, e.g., sports, music, theater, travel, etc.
4. To develop increased competence in the ability to present an oral report in Russian on a literary or cultural topic current event, or
5. To develop increased competence in the ability to read in Russian, personal experience
with direct comprehension and enjoyment, selected short stories, plays, novels, and newspaper and magazine articles of moderate difficulty
6. To develop increased competence in writing Russian, e.g., free composition, summaries, notes on lectures, letters, etc.
7. To develop an awareness of the nature of language and of the inter-relationships between Russian and English

Cultural

1. To develop increased understanding of Russia and the Russian people, their way of life, their contemporary problems, and their contributions to world civilization and to the civilization of the United States
2. To develop increased knowledge of the relations between the United States and Russia as a contribution to the student's understanding of foreign affairs
3. To help develop informed citizens through a study of the ideals and accomplishments of the United States and of Russia

Literary

1. To develop increased competence in the ability to comprehend the situations, emotions, ideas, and implications expressed in selected literary works in the Russian language and to relate such works to their historical and cultural setting
2. To introduce the study of the history of Russian literature, preferably through a cultural reader or an anthology

Vocational and Avocational

1. To promote an interest in and the ability to pursue vocational or avocational activities which depend upon a knowledge of Russian
2. To give students a feeling of personal growth and achievement and to broaden their horizons

GUIDING PRINCIPLES, LEVEL IV

1. The fourth level of Russian is elective. For many students it comes at a time when they are faced with Regents, college entrance, and scholarship examinations. It comes at a time of rapid growth in personal, intellectual, and social experiences, all competing for the students' attention. The study of Russian is only one of these experiences, and it should be pleurably integrated with the others.
2. Class sessions are conducted by the teacher almost entirely in Russian, and the students are expected at all times to express themselves in Russian. Announcements, assignments, instructions, and directions on tests should be, as much as possible, in Russian.
3. Level IV should be characterized by a harmonious integration of the four skills. The student should improve his speaking skill by participating in class discussion of reading selections and by pre-

senting oral reports in area information. He also should express himself more accurately in writing as a result of the readings and class discussions.

4. There should be great emphasis on reading at this level. Selections from poetry, novels, short stories, biographies, drama, and essays should be chosen for their literary and cultural content. Foreign newspapers and magazines are to be used as supplementary materials. The student should be taught to read for enjoyment and for the sake of obtaining information.
5. The auditory and speaking skills are to be further developed as students discuss in Russian classroom and other situations, the content of textbooks, newspapers, periodicals, recordings, tapes, etc.
6. The writing skill will be developed and refined through written compositions based on listening, speaking, and reading experiences.
7. As a literary exercise, translation may now have a limited place in the students' activities.
8. The teaching of culture continues to emphasize the acquisition of specific subject matter, not as isolated facts but as the basis for developing understanding and appreciation of the Russian people, their language, their land, and their civilization.
9. The language laboratory and classroom electronic aids continue to be used to advantage for pronunciation practice, structure and vocabulary drill, auditory comprehension practice and testing, oral production practice, and cultural enrichment. The language laboratory and classroom discs and tapes are invaluable in providing students with listening comprehension experiences involving a variety of native voices speaking at normal tempo.
10. Visual materials should be authentic representations of Russian culture. The films, filmstrips, and other visual materials should depict the life, customs, and institutions of Russia.
11. Native Russian speakers and students with travel experience should be encouraged to serve as class leaders, and their talents used for the benefit of their classmates.

DEVELOPING THE LANGUAGE SKILLS, LEVEL IV

Auditory Comprehension

The goal in the further development of the auditory comprehension skill is to increase progressively the ability to understand Russian when spoken at normal tempo on topics within and beyond Level III.

Having completed Level III, the student should now be able to

understand a recorded conversation between Russian students of his own age, as well as the following auditory materials: a recorded anecdote or playlet, the plot essentials of a short narrative, the salient points of a news broadcast or interview, the commentary of a film travelogue. The content of these conversations, narratives, broadcasts, etc., includes current events, holidays and observances, contemporary life, theatre, film, opera, etc.

In Level IV all of these activities are reinforced and then continued, but the material selected is of greater difficulty, represents a wider range of interest, and, wherever possible, is directly associated with the reading selection or cultural topic studied.

The development of auditory comprehension is a continuous process that begins with the teacher's announcements, instructions, etc., and proceeds in almost every phase of classroom activity (oral reading from a textbook, oral reading of students' compositions, oral recital of personal experiences and anecdotes, oral reading or retelling of interesting episodes from news items, etc.). All of these are followed by questions and discussion in Russian.

Although the listening comprehension and speaking skills are interdependent and developed simultaneously through stimulus and response, there are situations which require long periods of listening without immediate oral or written response, e.g., listening to a lecture, an oral report, a radio or television broadcast; attending the theatre and cinema. This auditory skill, particularly at the advanced level, can be developed at a greater rate than the lingual skill. Recordings on discs and tapes are indispensable at this point. The student's progress develops in proportion to the quality and quantity of his auditory experiences.

The following types of spoken material are appropriate for auditory practice at this level:

- | | |
|-------------------------|---|
| 1. dialogues | 8. important literary or political speeches |
| 2. biographies | |
| 3. skits | 9. interviews |
| 4. anecdotes | 10. poetry readings |
| 5. short stories | 11. opera selections and song recitals |
| 6. scenes from plays | 12. recorded lectures on cultural topics |
| 7. excerpts from novels | |

Intensive advance preparation will be necessary for most of the previously noted types of spoken material. Exposure to these materials may prove discouraging to students unless the materials are properly graded or studied in advance. Bearing this in mind, the teacher may en-

courage students to listen to Russian broadcasts on radio and television, to see Russian films, and to attend Russian lectures and theatrical performances.

In Level IV the study of literature assumes a more important role. The variety of material read in and out of the classroom can be used in auditory comprehension. The questions and answers, discussions, oral summaries, reports, biographies, and dramatizations can be based on the reading selections. In addition, the vocabulary and structures studied intensively during the reading lessons are reinforced in auditory comprehension exercises. Such exercises, based on previously studied reading material, are more easily understood and arouse greater interest. Furthermore, valuable time is saved since the vocabulary and structural difficulties have already been explained.

Note-taking is an advanced, practical auditory comprehension skill. Teachers may encourage students to take notes in Russian as they listen to oral reports or recordings based on literary or cultural topics.

The section on *Auditory Comprehension* in Level III, pp. 92-95, includes an outline of a suggested auditory comprehension lesson.

Oral Production

In the further development of speech skills, Level IV emphasizes the improvement of the student's pronunciation and an increased ability to express himself on a variety of subjects.

Pronunciation

The perfecting of pronunciation, intonation, and rhythm continues to be a major goal. The students are provided with spoken models for imitation and with remedial exercises for additional practice. In the classroom, recordings may be used for choral and individual practice. The language laboratory provides many more opportunities for remedial work on an individual basis. A good pronunciation drill requires imitation, correction, and repetition. This applies to individual sounds, words, breath groups, and sentences.

Pronunciation and intonation can be further improved by the recitation of memorized selections. There are, in all languages, poems of literary value which emphasize particular sounds for purposes of musical or rhythmic effect; e.g., in Russian, the following poems by Ivanov and Pushkin:

Влачась в лазури, облака
Истомой влаги тяжелеют.

Берёзы никлые белеют,
И низом стелется река.
Вячеслав Иванов "Москва"

Нева вздувалась и ревела,
Котлом клокоча и клубясь.
Александр Пушкин "Медный всадник"

Many poetry classics have been recorded by well-known native actors. Students listen to such a recording before memorizing it. When dialogues are assigned for memorization, emphasis is not only on correct repetition of patterns, but also on perfection of pronunciation and intonation. When scenes of plays are assigned for dramatization, students listen to the recording first, and then model their roles after it.

Speaking Activities

The student's ability to express himself in Russian is further developed by the constant use of the language in classroom procedures, conversation, discussion, and in oral activities related to reading, writing, and a variety of other stimuli.

I. ORAL ACTIVITIES RELATED TO CLASSROOM PROCEDURES

Opening each class session by the class president
Discussing an important news item of the day
Reporting on the previous session
Correcting board work and oral work

II. ORAL ACTIVITIES RELATED TO CONVERSATIONS, DISCUSSIONS, AND GAMES

Memorizing and dramatizing conversations based on textbook material
Adapting memorized conversations by substituting synonyms or other patterns, or by changing the tense
Directing conversations by suggesting ideas to be included in dialogues based on telephone conversations, chance meetings, ordering a meal, making reservations, etc.
Discussing topics of interest, e.g., movies, radio, TV, plays, concerts, hobbies, social affairs, school programs, community affairs, national and international events.
Interviewing students or having students interview one another

Organizing a question and answer game based on questions prepared by students on a given topic (family, sports, school, etc.)

III. ORAL ACTIVITIES RELATED TO READING AND CULTURAL TOPICS

Formulating questions and answers based on reading selections

Paraphrasing

Explication de texte

Summarizing

Reporting on

Literary periods studied

Supplementary reading

Cultural topics

IV. ORAL ACTIVITIES RELATED TO WRITING

Discussing a specific topic in preparation for written composition on that topic

Discussing topics to be written up as articles for class or departmental publications

V. ORAL ACTIVITIES RELATED TO OTHER STIMULI

Discussing reactions after listening to records, tapes, or radio broadcasts

Discussing works of art

Describing pictures

Reacting verbally to musical selections

Discussing films, filmstrips, or slides

Reading

In Level IV, reading is the most important activity of the course, and at the same time provides the basis for most of the audio-lingual and writing activity.

A two-pronged emphasis, one on literature and one on other aspects of civilization, is recommended. However, experience shows that many students in Level IV still require additional practice in silent reading for comprehension. For such students, linguistic rather than literary value should be stressed.

Several literary works, each representing an important period of literary history, may be selected. Among them should be at least one work of contemporary literature. Some poetry should also be studied at this level. The number of works chosen will depend on the length of the individual selections and on the ability of the class.

The reading of literature should be intensive, extensive, and supplementary. Teachers assist students in obtaining an overview of the salient works of literature through reading assignments and class discussion. Reference to a history of Russian literature may be made. The manner of conducting a reading lesson will not vary too much from the one described in Level III, pp. 101-110.

The study of literature includes some emphasis on style, setting, and character development, as well as biographical data of the author and his importance in the literary scene. The work is placed in its historical context by the study of its social and cultural background. This analysis coincides fairly closely with what is traditionally known as *explication de texte*. However, standard works on the techniques of *explication de texte* characterize it as an exercise for students with a considerable degree of mastery of the language, oral and written. It is not meant to become a laborious deciphering of the text, but rather an analysis that seeks to make clear the meaning of the passage, the author's intentions, and the literary devices. Finally, the student's evaluation of the passage is meant to demonstrate his appreciation of literature and his competency in the foreign language.

The advanced nature of literary analysis makes it advisable, in introducing this exercise at this level, to limit it to one or two *explications de texte* presented by the teacher as a model of the genre and as a stimulus to students for reading a text closely. If the ability of the class warrants it, the teacher may have students prepare modified or simplified *explications de texte*.

As to the amount of reading to be done in Level IV, a desirable quantitative goal, subject to variations dictated by the ability and the preparation of the student, would be

Intensive: 120 pages

Extensive: 400 pages

Supplementary: two books in Russian selected from the works of outstanding modern or classical authors and, in addition, selections in newspapers and magazines
Note: Additional credit should be given for additional reading.

In order to control supplementary reading and to save teacher time, the form on page 147 for reports on supplementary reading is suggested. Chairmen and teachers may reproduce this outline for distribution to students. The teacher will determine whether the report is to be written in Russian, or in English, depending on the ability of the student.

SUPPLEMENTARY READING REPORT Number

Date Assigned Date Due

Pupil's Name Language Class

Title of Book Author

Publisher Place..... Year.....

Type of Book (check one): Novel..... Drama..... Poetry.....

Essays..... History..... Politics..... Travel..... Adventure.....

Sports..... Culture..... Other type (indicate).....

Language of Book (check one): English..... Russian.....

1. *Brief Summary*

.....

2. *Memorable Feature* (scene, character, custom, idea, quotation, etc.):

.....

3. *Twenty new words or expressions* (with English meanings) chosen from this book:

.....

4. *Personal Impressions*

.....

Writing

The section on Level III includes a detailed description of activities for developing the writing skill. These activities, in a correspondingly advanced form, may be used at Level IV as the need arises. In addition, the following types of writing exercises appropriate for Level IV are suggested:

I. FREE COMPOSITION

A. Development of a theme based on a model (see Suggested Procedure for the Teaching of *Composition* at the end of this section)

B. A term paper

In a detailed report based on extensive reading selections, the student may be asked to write a summary of the given text, an evaluation of the selection, a description of the literary period it represents, and a biographical sketch of the author.

C. An original story or poem

The story or poem may be suggested by a picture, an event, or the student's imagination. Creative composition of this type is recommended only for gifted and highly motivated students.

II. DRAMATIC SKETCHES

A. Scenes based on reading selections

B. Dialogues on a given topic

C. Original dialogues

III. SUMMARIES

IV. PARAPHRASING

V. RESTATEMENT FROM MEMORY

This exercise calls for writing a paragraph or more based on a given selection with the goal of reproducing as much of the original as possible. The writing may be based on

A. Oral presentations

Selections read by the teacher

Talks by native speakers

Student reports

After students hear each selection twice, they write as much as they can recall.

- B. Written material
 - Newspaper articles
 - Literary selections

After having read and discussed a given selection, students are asked to write as much of it as they can recall without referring to the original.

VI. LETTERS

- A. Practical correspondence
 - A request for a position in the foreign country
 - A request for admission to a university or institute in the foreign country
 - A request for information, e.g., travel, accommodations, special events, etc.
- B. Social letters
 - A friendly letter
 - A congratulatory letter
 - An invitation
 - An acknowledgment
 - A letter of condolence

VII. TRANSLATION

Written translations have a place in Level IV as long as the teacher realizes that the ultimate aim of the Russian course is not to teach students to translate into and from Russian, but to communicate directly in that medium. In other words, translation is a specialized exercise whose value is subsidiary; hence, it should be used to a limited extent. With this in mind, the students may for the first time be given the experience of writing translations of selected passages from English into Russian, and to a lesser extent, from Russian into English.

Practice in the writing of translations is valuable in teaching lexical, structural, and stylistic contrasts between two languages. The concentration on meaning and on nuances of vocabulary and style should lead to growth in literary appreciation, critical judgment, and writing ability in both languages.

After one or two exercises in group translation (of the same passage by the entire class), the teacher may plan individual translation projects (of passages chosen by the students themselves). The best of these translations may then be contributed to the department's Russian publication.

SUGGESTED PROCEDURE FOR THE TEACHING OF COMPOSITION

Full implementation of the procedure outlined below would entail unit planning of a series of lessons. If the class has already engaged in activities corresponding to those in Part I, Analysis and Appreciation of a Model Prose Selection, the teacher may omit Part I and begin with Part II.

AIMS

To develop the students' writing ability by

1. deepening their understanding of the structural organization of a prose selection
2. improving their ability to organize ideas on a given topic in logical sequence
3. increasing their mastery of grammatical constructions and idioms
4. enriching their active vocabulary

PART I—ANALYSIS AND APPRECIATION OF A MODEL PROSE SELECTION

1. Reading the selection for comprehension of the whole
2. Studying the structural development of the model by
 - a. eliciting the overall topic
 - b. showing the relationship of each paragraph to the main topic
 - c. indicating the logical continuity of ideas from one paragraph to another
 - d. noting the necessity of a conclusion
3. Studying the language of the selection by listing
 - a. colorful verbs
 - b. descriptive words
 - c. idiomatic expressions
 - d. transitional words
 - e. selected grammatical constructions
4. Application
 - a. assignment of a written outline of the selection studied using the criteria previously developed
 - b. evaluation and correction of outlines in class

PART II—WRITING A COMPOSITION ON A RELATED TOPIC

1. Choice of a subject and an appropriate title
2. Preparation of an outline arranged in logical sequence
3. Organization of linguistic material by

- a. choosing words needed to express the ideas in the outline (nouns, adjectives, adverbs, etc.)
- b. choosing idiomatic expressions which will render the composition more colorful
- c. providing practice with grammatical constructions for more effective writing
- 4. First writing stage
As a homework assignment, each student writes a composition according to the outline developed.
- 5. First evaluation stage
 - a. One composition is reproduced on the chalkboard.
 - b. The teacher and students correct the composition.
 - c. Students ask questions about their own compositions.
- 6. Second writing stage
Each student rewrites his own composition in accordance with the corrections and evaluation made by teacher and students.
- 7. Second evaluation and correction stage
The teacher corrects and returns each composition.
- 8. Final writing stage
Students note the teacher's corrections and suggestions for improvement and write the final version either at home or in class in a special composition folder or notebook. In this notebook, each corrected composition precedes the rewritten composition in its final form, thus permitting students to avoid their mistakes when writing subsequent compositions.

CONTENT AND SCOPE, LEVEL IV

Grammatical Structures

A review of items taught in Levels I, II, and III is essential. For a truly systematic reinforcement and topical review, it is recommended that the class use a good review grammar. However, not more than 25% of classroom time, judiciously apportioned throughout the year, should be devoted to the grammar textbook.

Following are the structures which were not included in Levels I to III and which are to be presented in Level IV.

I. NOUNS

- A. Plural form only: ножницы, часы, брюки, чернила и т. д.
- B. Singular form only: молоко, снег, соль, мука, вино, золото и т. д.

C. Declension of surnames and names of towns

1. Masculine and neuter names of towns have regular endings.
2. Masculine surnames ending in -ов, -ев, -ин, -ын change in instrumental case to: -ым instead of -ом.
3. Other masculine surnames are declined like masculine nouns.
4. Names ending in -у, -ю, -е, -о and stressed -а or -я are not declinable: Баку, Сочи, Скопле, Чикаго, Золя.
5. Feminine surnames ending in -ина and -ова are declined as feminine adjectives, except in the accusative, where the ending is -у (noun ending).
6. Masculine and feminine surnames with adjectival endings are declined as adjectives: Островский, Крупская.

II. ADJECTIVES

- A. These can be derived from proper diminutive names to denote possession: Машин платок; Ванина шапка.
- B. The declension of derivatives of animal names (лисий, волчий, и т. д.) is like that of the ordinal numeral третий.

III. VERBS

A. Participles

1. Present active is formed with present 3rd person plural stem щий, щая, щее: читающая девушка
2. Past active is formed with infinitive stem -вший, -вшая, -вшее: читавшая (after a vowel) -ший, -шая, -шее: умершая (after a consonant)
3. Present passive is formed only from transitive verbs of imperfective aspect with the 1st person plural stem and adjective endings: любимый город
4. Past passive is formed with the infinitive stem of transitive verbs; the short form with suffixes -н or -т (оскорблён, открыт); the long form with suffixes -нн or -т (оскорбленный, открытый).

B. Gerunds (verbal adverbs)

1. Present tense is formed from verbs of the imperfective aspect by using the 3rd person plural stem plus -а, -я: лёжа, сидя. For reflexives, add -сь: купаясь.
2. Past tense is formed by using the infinitive stem plus -в (вши), -вшись: прочитав, написав(ши), напив-

шись (after a vowel) and -ши: лёгши (after a consonant).

C. Verbs of motion

1. Imperfective

- a. Indeterminate: бегать, летать, ползать, плавать
 - b. Indeterminate with prefix: убегать, прилетать, вы-ползать, переплывать
 - c. Determinate: бежать, лететь, ползти, плыть
- 2. Perfective is formed by adding prefixes to the determinate verbs: выйти, унести, заехать, прибежать, отвести, повезти**

D. Imperative

- 1. Use of the imperfective with a negative command: Не открывайте окна! Мне очень холодно.
- 2. Use of the perfective as a warning: Не упади; не забудьте; не урони!

E. Use of specific cases with specific verbs:

- 1. Genitive: добиваться, достигать, просить, искать, ждать (чего), хотеть, желать, касаться, держаться, слушаться, бояться, лишать, стыдиться, избегать
- 2. Dative: завидовать, радоваться, удивляться, способствовать
- 3. Instrumental: управлять, пользоваться, болеть, интересоваться, гордиться, заниматься, владеть, заводить, увлекаться, хвалиться, любоваться

IV. PREPOSITIONS

Listed with cases they govern

- A. Genitive—близ, вдоль, вне, внутри, из-за, из-под, накануне, посреди, насчёт
 - B. Dative—благодаря, согласно, навстречу, наперекор, вопреки
 - C. Accusative—сквозь, про, с, о: дом величиной с дворец; ударить о стол
 - D. Prepositional — по: по окончании; по приезде
- Note: Certain prepositions govern more than one case.**

V. NUMERALS—COLLECTIVE

(from 2–10)

- A. Used with nouns having plural forms only: трое ножниц

- B. Used with personal pronouns to denote persons: их двое стояло на улице
- C. Used with masculine and neuter nouns to denote persons: трое лиц, четверо студентов
- D. In the form of a noun: тройка лошадей; пятёрка

VI. CONJUNCTIONS—SUBORDINATING

- A. Explanatory—что, чтобы, для того чтобы
- B. Cause—потому что, так как
- C. Condition—если бы, раз
- D. Time—когда, пока, пока не
- E. Result—так что
- F. Comparison—как будто
- G. Concession—хотя

VII. WORD BUILDING

A. Formation of nouns through suffixes

1. Masculine — denoting persons: -тель, -щик, -ник, -ик, -анин, -ец, -ич, -арь, -ун, -ист, -ент, -тор, -чик, -анец
2. Feminine — denoting persons: -ница, -щица, -чица, -ка
3. Feminine — abstract: -ость, -есть, -ота, -ета, -ина, -изна, -ба, -ация, -изация
4. Neuter — abstract: -ание, -ение, -енье, -тие, -ство
5. Diminutives — -ик, -чик, -ок, -ец, -ка, -ица, -ичка, -онька, -ечко, -ушка, -ушечка, -оночка
6. Augmentatives — -ище, -ина

B. Compounding of words

1. Use of linking vowel “о” and “е” in nouns and adjectives:
Ех. пар-о-воз, птиц-е-водство, сер-о-зелёный, чёрн-о-волосый
2. Abbreviated words
 - a. Only the first word abbreviated — профсоюз, стенгазета (стенная газета)
 - b. All components abbreviated — комсомол (коммунистический союз молодёжи)
 - c. Letters indicating initial sounds of words — вуз (высшее учебное заведение)
 - d. Initial letters pronounced as in the alphabet — СССР (эс-эс-эс-эр)

C. Formation of adjectives through suffixes: -онн, -енн, -ск, -к,

-ан, -ян, -ин, -ов, -ев, -ист, -ат, -чат, -н, -уш, -юш, -аст, -лив, -чив, -уч, -юч, -оват, -еват

D. Formation of adjectives through prefixes: без-, на-, при-, архи-, анти-, пре-

E. Formation of adjectives through alternation of consonants: к-ч (волк-волчий); д-ж (медведь-медвежий); ц-ч (птица-птичий)

Vocabulary and Idiomatic Expressions, Level IV

Because of the great emphasis on reading at the fourth level, the scope, variety, and range of reading material are too vast to be covered by a prescribed word and idiom list. The textbooks, readers, and auditory material used in each school will determine the specific vocabulary to be learned.

It is recommended that students be encouraged to keep their own lists of vocabulary and idioms as they read. When a difficult literary work is being studied, the teacher may provide each student with a mimeographed list of vocabulary and idioms to help him in the comprehension and enjoyment of the reading. Distinction should be made between words to be mastered actively and words to be recognized passively.

The outline of topics for determining the vocabulary range for Level III is a valuable base for Level IV. (Teachers are referred to the section on Vocabulary Range in Level III, pp. 119-122.) However, within these topics, a greater variety of vocabulary will be acquired because of the more mature level of interest and experience of the students.

Meanings should be arrived at through synonyms and antonyms, or paraphrase in Russian. English equivalents should be a last resort at this level.

Constant review of the new material through dictation, quizzes, and recitation is necessary for retention.

Attention to the morphology of the language will enable the student to recognize and understand the meaning of many newly encountered words by the analogy of roots, prefixes, and suffixes.

Some reference to the historical derivation of words might shed additional light on the spelling or the reason for seemingly peculiar constructions.

Songs, Level IV

1. Если Волга разольётся (музыка Дунаевского, слова Лебедева-Кумача)

2. Сердце (музыка Дунаевского, слова Лебедева-Кумача)
3. Едут новосёлы (музыка Родыгина, слова Солохина)
4. Весёлые ребята (музыка Дунаевского, слова Лебедева-Кумача)
5. Песня о родине (музыка Дунаевского, слова Лебедева-Кумача)

Proverbs, Level IV

1. У семи нянек дитя без глазу.
2. Умный не всегда развяжет, что глупый завяжет.
3. Что посеешь, то и пожнёшь.
4. Хорошо медведя из окошка дразнить.
5. Сытый голодного не разумеет.
6. Сон лучше всякого лекарства.
7. Смерть не за горами, а за плечами.
8. Серенькое утро, красненький денёк.
9. Семь раз примерь, один раз отрежь.
10. Пустая бочка звонче гремит.
11. Не живи чужим умом, живи своим разумом.
12. Всяк человек своего счастья кузнец.

Culture Topics, Level IV

As in Level III, cultural topics should be considered as they become pertinent through current affairs, observance of holidays and anniversaries, allusions in books, the press, magazines, and radio and television.

A more substantial treatment should be given to a limited number of topics (see the detailed list which follows), in order to provide a deeper understanding of some historical periods, and literary, artistic, scientific, and social movements. Certain topics will be developed more fully than others, depending on the ability of the students, the texts available, and the climate of instruction. The treatment may include:

Readings in a survey text or a cultural reader which is adopted as one of the basic textbooks for the course

Reading of selections of literary works from the basic text, anthologies, or mimeographed material

Supplementary reading (directed or independent) in Russian and in English

Use of audio-visual materials, e.g., films, filmstrips, slides, and tapes

Attendance at lectures and theatrical and musical performances

Visits to places of cultural interest, e.g., museums, the United Nations, cultural institutes, and foreign restaurants

1. LITERATURE BEFORE THE "GOLDEN AGE"

Ancient folklore (8th-10th centuries): Byliny—epic songs reflecting important events of national life; proverbs, stories, and riddles

Kievan period (11th-13th centuries): Cyril and Methodius—developed the alphabet to translate church books from Greek; travelogues, lives of saints, historic accounts; moralistic teaching by Prince Vladimir Monomakh; *Russkaya Pravda* (law code); Prince Igor epic

Tartar invasion (13th-15th centuries): destroyed Kievan culture

Unification of states under Moscow (16th century): letters of Ivan the Terrible to Prince Kurbsky, political polemics; *Autobiography of Avvakum*

Lomonosov (1711-1765): father of modern Russian literature; beginning of classicism in Russian literature which lasted until the end of the 18th century

Sumarokov (1717-1777): father of the Russian theatre

Radishchev (1749-1802): *A Journey from St. Petersburg to Moscow*; exiled for writing this book

Fonvizin (1745-1792): satirist of mania for French culture by ignorant gentry; plays: *Brigadier-General*, *The Minor*

Derzhavin (1743-1816): greatest poet of the 18th century; lyric odes

Karamzin (1766-1826): sentimentalist; *Poor Liza* (the heroine is a peasant)

2. LITERARY CRITICISM

Belinsky (1811-1848): champion of progressive literature with a message; demanded fidelity to life

Chernyshevsky (1828-1889): political thinker; was imprisoned and sent to Siberia; *What's To Be Done?* (novel); materialist, positivist, and utilitarian

Dobrolyubov (1836-1861): radical critic; analyzed Russian society through the social types in Russian literature

Pisarev (1840-1868): nihilist; rejected power of authority in art, morality, and politics; was imprisoned

3. POETRY

- Pushkin (1799-1837): *Poltava, The Bronze Horseman*
Lermontov (1814-1841): *Borodino, The Demon, Mtsyri*
Tyutchev (1803-1873): themes of cosmic duality and isolation of the individual; *Silentium*
Nekrasov (1821-1879): civic poetry; *Who Can Be Happy in Russia, Frost Red Nose*
Blok (1880-1921): great symbolist poet; *The Twelve*; poems to "The Beautiful Lady"
Akhmatova (1888-1966): acmeist poetess; favorite subject is love: *Evening, The White Flock, Anno Domini MCMXXI*
Inber (1890-): *Setter Jack, Pulkovo Meridian* (war poem)
Pasternak (1890-1960): *Doctor Zhivago* (novel), *Earth, The Steppe*
Mandelstam (1891-1939): acmeist poet with classical tendency
Mayakovsky (1893-1930): leading poet of early Soviet period; *Bed Bug* (play); *Conversation with an Inspector of Taxes About Poetry*
Yesenin (1895-1925): *Letter to My Mother, Confession of a Hooligan*
Yevtushenko (1933-): popular present day poet; *Babi Yar*
Voznesensky (1933-): *Goya, Parabolic Ballad, Antiworlds, Zarev*
Akhmadulina (1937-): *Rain*

4. THEATRE

- Stanislavsky (1863-1938): developed the method of realism
Nemirovich-Danchenko (1858-1943): co-founder with Stanislavsky of the Moscow Art Theatre
Meyerhold (1874-1940): expressionist; daringly experimental
Vakhtangov (1883-1922): actor-director whose influence is still apparent in the Soviet theatre
Taganka and Sovremennik: current experimental theatres in Moscow

5. SCREEN

- Eisenstein (1898-1948): *Alexander Nevsky, Ivan the Terrible, Battleship Potemkin*
Pudovkin (1893-1953): *Storm over Asia, End of St. Petersburg, Mother*
Dovzhenko (1894-1956): *Earth, Ukraine in Flames, Arsenal, Ivan*

Part Two

**TEXTBOOKS AND
AUDIO-VISUAL RESOURCES**

Textbooks

SOME CRITERIA FOR SELECTION

An important function of teachers and supervisors is to evaluate textbooks and teaching materials in order to select the best. The proliferation of foreign language textbooks and of teaching materials has made evaluation a complex and time-consuming process. Hence, it would be well to note the criteria for selection of textbooks.*

General Criteria

PRACTICALITY

The textbook or integrated program should not be overloaded with an unwieldy array of auxiliary aids and equipment.

ADAPTABILITY

Teachers should be able, when necessary, to depart from the sequence of topics in the textbook, to adapt or to add exercises, and, in general, to make selective use of its contents to conform with local objectives, pupil ability, and curriculum requirements.

CONTINUITY AND PROGRESSION

In a textbook series, there should be continuity of subject matter and progression in difficulty from one volume to the next.

GRADE SUITABILITY

The textbook should be keyed to the interests and learning capacities of the pupils who are to learn from it; e.g., the Level I textbook which claims to be suitable for both secondary and college students should be regarded with caution.

Checklist of Positive Criteria

In addition to the general criteria, a more complete checklist of criteria should serve as a summary and as detailed reference for different

*The *Selective List of Materials* (SLOM), published by the Modern Language Association (1962) under contract with the U.S. Office of Education, includes a section entitled "Criteria for the Evaluation of Materials" from which are drawn some of the suggestions given in this discussion.

types of textbooks. No single textbook is expected to meet every one of the criteria. The additional details given in this checklist will permit more refined distinctions in the event that several textbooks, all of which meet the basic criteria, are being considered for adoption.

1. Textual matter in Russian should be of intrinsic interest to students in the grades in which the textbook is to be used.
2. The Russian should be authentic.
3. Dialogue situations should be natural, functional, and suited to the age-level and maturity of the students.
4. Textbooks at all levels, including the basic textbook, should incorporate cultural content from the very beginning.
5. The first-level textbook should allow for a flexible pre-reading phase that can be adjusted to the grade and the maturity of the students.
6. The subject matter should be organized to fit into the schedule of average class periods and school terms.
7. The textbook should be designed for classes of average size.
8. The textbook should develop the four language skills in the recommended sequence of listening, speaking, reading, and writing.
9. Auditory comprehension and oral production should be given major emphasis in the first-level textbook.
10. Grammatical structures should be presented inductively; i.e., explanations and generalizations of structure should come after students have learned a sufficient number of examples to make their own generalizations under teacher guidance.
11. Structures, vocabulary, and idioms in the first-level textbook should be of high frequency in the spoken language.
12. Pattern drills should be varied and should include substitutions and transformations in addition to repetitions.
13. Drills should be organized on the minimum increment principle; i.e., with a single emphasis on a new construction or vocabulary item before two or more items are drilled in one exercise.
14. Dialogues should include statements, questions, and answers.
15. Structures and vocabulary should be reintroduced at regular intervals to insure retention and fluency.
16. Translation exercises from English into Russian should not be overloaded with lexical and syntactical problems. Instead of straight

translation exercises, guided composition or situational recall type in which cues are provided in meaningful sentence sequences, either in English or in Russian, is recommended.

Negative Criteria

Objectionable features of textbooks and integrated programs are listed as a caution to inexperienced evaluators. The occurrence of one or two objectionable features in a textbook need not automatically result in its out-of-hand rejection. However, the frequent occurrence of several such features may be considered sufficient grounds for questioning the suitability of the textbook.

1. The method of instruction is so rigidly prescribed as to inhibit teacher initiative and creativity.
2. The space taken by printed directions on how to use the book exceeds the space allotted to subject matter.
3. The book contains an overelaborate scheme of eccentric typographical devices, confusing color codes, and complex diagrams.
4. Only one or two types of exercises occur with monotonous regularity throughout.
5. The book contains nonfunctional exercises; i.e., those not conducive to the development of communication skills. Some examples are:
 - a. Grammar catechism
Questions in English about grammar or grammatical terminology rather than drill in Russian.
 - b. Multiple stage
Requiring two or more operations, each of which depends on the correctness of the preceding one.
 - c. Verbal contortions
Requiring abstract dexterity in manipulating forms and structures in a manner never used in normal speech or writing.
 - d. Error exposure
Requiring students to correct the errors in exercise sentences, thus exposing them to incorrect forms and structures.
 - e. Scrambled English
English sentences, to be translated into Russian, are artificially constructed to elucidate the structure of Russian sentences, resulting in unnatural English.
 - f. Isolated sentences

This type of nonfunctional exercise consists of translation or so-called composition passages without continuity of meaning but merely designed to exemplify the grammar topics of the lesson.

g. Multiple increment

This type of nonfunctional exercise comprises sentences to be translated from English into Russian; each sentence consisting almost entirely of lexical, structural, or idiomatic difficulties.

Audio-Visual Resources

Classification

In the widest sense of the word, all teaching materials outside of the textbook are considered audio-visual aids. Years ago, these were rather simple and quite limited in number. Today, a vast amount of visual materials and electronic equipment is available. They may be grouped as follows:

I. Visual

- A. Flat materials: pictures, flash cards, maps, charts, cardboard figures
- B. Three-dimensional objects: puppets, dolls, models, coins, dioramas
- C. Projected materials: slides, transparencies, filmstrips, films, pictures, kinescopes, videotapes

II. Audial (including electronic equipment)

- A. Phonographs and discs
- B. Tape recorders and tapes
- C. Radios
- D. Language laboratories (fixed or mobile)

III. Audial and Visual

- A. Sound film projectors
- B. Television receivers

General Considerations

Visual and audial aids in the classroom are used to simulate actual experiences involving foreign languages. Since the entire range of illustrative materials is encompassed, it would be more accurate to call them objective aids to learning.

Pictures are simpler to use than audial materials since they do not depend on any mechanical device. Like charts, models, and drawings, they are displayed, discussed, or used for drill and conversation. Although all the senses are involved in the learning process, the visual impression is probably more lasting. However, since communication is

usually via sound, the lasting impression is not due solely to the visual nor the audial, but to the combination of both.

Visual Aids

Classroom Decorations

The almost exclusive use of Russian and a simulated Russian environment supplied by classroom decorations will transform the classroom into a "cultural isle."

Classroom decorations, which should be bright, cheerful, and attractive, must also have pedagogic value. In choosing display material, the teacher should ask himself the following questions:

1. Is it esthetically pleasing?
2. Is it in good taste?
3. Is it timely?
4. Is it pedagogically useful?

The kinds of materials that may be put on display in the classroom fall into various categories. They may be large or small items; they may be permanent or temporary; they may consist of pictorial or lettered material; they may be purchased or homemade. Items contributed by students and examples of students' written work and projects are especially valuable since they arouse interest, present high standards of achievement, and promote student activity.

The larger displays include pictures and posters. A map of Russia is a *sine qua non*. Other materials are Russian artifacts, flags, lettered mottoes and proverbs, and charts. Students' work suitable for display include maps, models, scrapbooks, stamp and coin collections, costume drawings, menus, itineraries, and compositions or poems. Neat labels in Russian identify the displays and expose the class to new vocabulary and sentences.

Although the displays may be situated at various places in the room, current material should be concentrated on the bulletin board, of which there should be one or two in every Russian classroom. If it is carefully planned, the bulletin board becomes an effective device for motivating, teaching, and sustaining interest.

Among the other indispensable aids for certain types of lessons are the clock dial with movable hands, pronunciation charts, calendars, conversation pictures, illustrated vocabulary, and structural drill charts.

The Chalkboard

The simplest, most immediate, and most common visual aid is the chalkboard, which should be used with each lesson. Its advantages are:

1. It is always available.
2. It does not get out of order.
3. It is visible to the entire class.
4. New material can be presented immediately.
5. Written matter can be erased.
6. Both teacher and pupils can use the board.

To use the chalkboard most effectively:

1. Avoid overcrowding.
2. Maintain standards of clear, neat, and orderly writing.
3. Establish a definite daily routine.
4. Use colored chalk to stress particular words or items.
5. Give preference to the front board, reserving the side board for assignments and the rear board for dictation.
6. Correct all errors.
7. Erase undated and previous work.
8. Identify all work with a suitable heading.
9. Check on visibility (illumination).

Flat Materials

A very useful device is the flash card, a sheet of oaktag or cardboard, on which appears a word, a sentence, or a simple outline drawing. The lettering should be large, neat, and clear so that it can be seen from the rear of the room. Capital letters are preferred; script should be avoided. Flash cards are useful for drilling or reviewing vocabulary. Any brief completion, transformation, or translation item can be used; e.g.,

1. Verbs (completion, insertion of pronoun, translation)
2. Adjectives (completion, antonyms, synonyms, plurals)
3. Nouns (plurals, feminines, pairs)
4. Prepositions
5. Adverbs (formation, comparison)

Still Pictures

Pictures are used for teaching Russian language and culture. Every foreign language department should maintain a file of suitable pictures. For their most effective use, attention must be paid to:

1. **PREPARATION**

Students should be told, preferably in Russian, what to observe and what to remember.

2. **PRESENTATION**

The teacher should point out the important details, emphasize salient points, and elicit reactions.

3. **APPLICATION**

If the picture is used for linguistic aims, the new words and phrases should be used in original sentences, in dictation, and in short compositions. If it is a lesson in culture, a summary of the information from the pictures may be written on the board and copied into notebooks, and further reading and research may be assigned.

The Opaque Projector

One of the most effective ways of using a picture is to project it by using the opaque projector in a darkened room. This machine will project onto a wall or screen anything printed, painted, or drawn. It can also be used to project flat objects, such as stamps, coins, and medals, as well as pictures and photographs. Some uses of the opaque projector are:

1. To project reproductions of art, typical foreign scenes, landscapes, stamps, coins, photographs, maps, news clippings, and cartoons for the purpose of stimulating class discussion and/or written work
2. To project a series of opaque pictures to stimulate narration and creative dialogue

The Overhead Projector

This device is specifically designed to project large transparencies. It can be used in any classroom, double unit, or auditorium. The teacher may write on the acetate sheet using a grease pencil (china marking pencil), or he may use prepared transparencies. The advantages of the overhead projector are:

1. It is simple to operate.
2. The teacher faces the class.
3. The attention of the whole class is directed to one area.
4. Material can be prepared in advance, developed as the lesson progresses, then erased, or saved for future use.
5. The room need not be darkened.
6. Many transparencies can be prepared quickly and inexpensively.

Some uses of the overhead projector are:

1. To project a simple scene and add new elements to it (The class is asked to talk or write about the scene.)
2. To project a transparency of students' written work for class comment, discussion, and correction
3. To project a graphic illustration to be followed by questions and answers and terminating with an oral composition
4. To project a series of pictures to serve as a basis for oral or written narration
5. To project materials for remedial work or reinforcement of previous learnings

Slides

Slides are especially suitable for the teaching of culture. An effective and interesting procedure is to assign one or more students to prepare notes in Russian for each slide. After these have been corrected, the students read their notes as an oral commentary to each slide as it is shown. Some uses of the slide projector are:

1. To project a travelogue or an art sequence
2. To project slides to illustrate a recorded lecture

The Filmstrip

The filmstrip consists of a series of illustrations printed on 35mm film in black and white or color. The filmstrip may be accompanied by sound. To secure optimum use, the following is suggested:

1. The teacher should preview the filmstrip.
2. The presentation should be motivated.
3. Spontaneous reaction and response should be encouraged beyond the limits of the given captions.
4. Guiding questions should be prepared in advance.
5. Oral and written activities should follow the showing.

In using films or filmstrips with accompanying tape or record to improve oral production and auditory comprehension, the following procedure is suggested:

1. Developing listening and speaking readiness
 - a. Motivation
 - b. Removal of difficulties
 - c. Oral practice with new vocabulary and structures

2. Advance study of the script
 - a. Silent reading of script
 - b. Comprehension check
 - c. Silent reading of script accompanied by sound track only
3. Presentation of the film
 - a. First showing of film
 - b. Oral testing of comprehension
 - c. Second showing and further discussion, if time permits
4. Culminating activities
 - a. Elimination of the sound track; summaries of the story of the film
 - b. Improvised dramatization of a brief scene from the film

The Sound Motion Picture

The motion picture is one of the most effective of the mass media for entertainment and education, for discussion, and for instruction. Educationally, the advantages of a sound motion picture are:

1. With its rapid change and movement and its double impact of sight and sound, it holds the student's attention.
2. Motion, sound, and color heighten reality.
3. The foreign scene and the historic event are vividly portrayed.

To secure optimum effectiveness in using motion pictures for foreign language instruction, the following should be observed:

1. The film must be chosen for its appropriateness in a given situation. The teacher should be acquainted with the available films so that he can make the best choice.
2. The best physical conditions should prevail for the showing.
3. The projector should be handled by a skilled operator.
4. The teacher should prepare the class by
 - a. motivating the topic of the film
 - b. pointing out what is to be looked for
 - c. preparing questions to be answered by pupils
 - d. planning follow-up activities and application

Television

Television, an extension and special adaptation of the motion picture, can be used effectively to supplement the foreign language program. Commercial television stations and WNDT Channel 13 often present foreign language programs appropriate for their linguistic or cultural content.

As with all audio-visual aids, the value of the television presentation is in proportion to the advance preparation and follow-up.

Audial Materials and Techniques

Until recently, the hearing phase of language learning was not always adequately emphasized. The student was not systematically exposed to the foreign tongue even in the classroom. Furthermore, hearing a language spoken every day does not in itself lead to accurate comprehension and correct speech. In addition to passive listening, which promotes some unconscious assimilation, the learner must be trained to listen critically for accurate comprehension.

Listening is a skill which is developed by requiring the student to:

1. listen repeatedly to the same recorded or spoken material
2. read the accompanying text or script silently as he hears it spoken
3. repeat the material he hears
4. answer oral questions based on the general content of what he has heard
5. answer written questions based on the material heard
6. give a brief oral or written summary (cued by the teacher, if necessary) of what he has heard

Following are some of the basic requirements for a good listening-comprehension exercise:

1. The atmosphere of the room should be quiet and conducive to listening. The listeners should not be too far removed from the voice source.
2. The spoken material should be suited to the age, interests, and grade level of the class.
3. The aim of the lesson should be clear to the entire class.
4. The class should be motivated and prepared.
5. After each reading or playing, the students should be encouraged to ask questions about anything they did not understand.

The Phonograph Record

Disc recordings may be used effectively in the following areas of foreign language teaching:

1. music appreciation
2. appreciation of vocal selections or readings

3. teaching a song
4. drilling structures or vocabulary
5. auditory comprehension exercises or tests
6. dictation exercises or tests
7. the appreciation of literary selections in the foreign language
8. the appreciation of cultural background selections

The great advantage of the phonograph record is that it can be:

1. stopped at any point for questions, comments, and discussion
2. "spotted" and repeated any number of times
3. played at any time
4. pre-heard and evaluated
5. obtained for almost any subject and in any language

Radio

The radio permits the student to hear the foreign language spoken by natives in life situations and to enjoy vicariously the cultural atmosphere of the foreign country.

The New York City school system maintains station WNYE, from which educational programs are broadcast five days a week. A Russian language or culture program may be included. Teachers may refer to *WNYE FM Radio Manual* for a listing of current programs.

Besides the WNYE programs, there are often interesting and important commercial programs which can be used effectively in connection with Russian language lessons. The material should be within the vocabulary range of the students. The difficulty with these commercial programs is that they cannot be viewed in advance. They can, however, be taped and then presented to the class with vocabulary and questions.

The Tape Recording

The tape recording is a most useful device for practice in hearing the foreign language. In the past, students had to depend entirely on the teacher's pronunciation of Russian. Now, teachers may secure tapes and permit the class to hear a variety of native speakers of Russian, including renowned actors and singers. A perfect model is thus available to every learner.

The values of the pre-recorded tape are:

1. It extends the repetitive force of the teacher's voice beyond his own physical limitations.

2. A tape can be used all day. It does not tire, and it does not vary in tone and pronunciation.
3. Voices other than the teacher's can be brought into the classroom.
4. The tape provides a permanent reference for the sounds and recorded speech of the Russian language.

The technical advantages of the tape recording are:

1. The recording may be permanent, or it may be erased and the tape used again and again.
2. As a rule, a good tape recording has higher fidelity than a disc recording, and there is no record scratch.
3. Taped sequences can be catalogued and more easily identified than those on discs.

Listening to the taped recording is not enough. The important problem for the teacher is how to incorporate tape techniques into the lesson. With a little ingenuity, the teacher can add the use of the tape recorder to his customary procedures. The materials should be kept in definite and sequential relationship to the regular course of study. The most practical plan is to correlate the taped recording with the content of the textbook. This offers little difficulty since most textbooks are now provided with accompanying tapes. See pp. 93-94 for a suggested auditory comprehension lesson.

Speed is important in listening with understanding. Complete comprehension means grasping meaning at normal tempo. A large amount of spoken material, carefully graded in speed, is indicated.

In preparing tapes, consider these basic principles:

1. The tape must contain precise directions so that the student knows exactly what he is to do.
2. Grammatical or linguistic explanations in English should be excluded from the tape. Russian should be used almost exclusively.
3. Basic tapes should relate closely to the content of the course.
4. Special tapes may be prepared to give practice or remedial drill as needed.
5. Playing time should be limited to about 10 minutes.

One of the major uses of the tape recorder is for testing auditory comprehension. See pages 189-190 for examples of types of questions suggested for testing auditory comprehension. The student's voice is recorded at given intervals. A playback furnishes evidence of the degree of improvement in speaking ability. The teacher criticizes the recording since the student is not always the best judge of his own speech.

How and Where to Secure Audio-Visual Materials

The Bureau of Audio-Visual Instruction (BAVI) has the important function of securing and appraising new audio-visual materials and then preparing approved lists of 16mm sound films, filmstrips, slides, transparencies, flat pictures, recordings, and pre-recorded tapes.

Approved lists for requisitioning audio-visual materials are issued twice a year and sent to every school. The materials accepted for these lists are in consonance with the current course of study.

For further information concerning the available lists, consult the school audio-visual coordinator, or write to the Bureau of Audio-Visual Instruction (BAVI), 131 Livingston Street, Brooklyn, N.Y. 11201.

THE BAVI FILM LOAN COLLECTION

Each year, when funds are available, a number of recently approved 16mm sound films are purchased by BAVI for the free Film Loan Collection. These films may be borrowed by school personnel. Consult *Instructional Films and Tapes* (Curriculum Bulletin No. 17, 1967-68 Series) for procedure in borrowing.

TAPES OF WNYE RADIO PROGRAMS

Duplication of any program or series may be requested by writing to BAVI and by sending a 7" reel of blank tape for every two titles desired. Instructions for ordering are included in the BAVI film catalogue.

REQUISITION OF MATERIALS

Since filmstrips, slides, recordings, pictures, and transparencies are not available on loan from the Bureau of Audio-Visual Instruction, these aids must be purchased by the individual schools. Information about item number, vendor, cost, etc., can be found in the approved lists.

The Language Laboratory

Since the development of auditory acuity and verbal expression are among the aims of foreign language teaching, the language laboratory should be used beginning with the first level. Auditory acuity involves the ability to (a) distinguish among sounds; (b) recognize whether a specific phoneme belongs to the sound system of English or of Russian; (c) distinguish among similar sounds in Russian; (d) recognize meanings of familiar words and groups of words which are spoken fluently in Russian; (e) infer from context the sense of unfamiliar words and groups of words. These elements of auditory acuity, often referred to as *passive*, should be termed *receptive* since the processes involved in comprehension involve student activity. The mental activity is intense, even though it is not externally visible.

Auditory acuity and verbal expression are closely related. Good pronunciation depends upon the ability to distinguish among sounds. In addition, good pronunciation requires physical control over speech musculature so that the speech organs, obedient to the speaker's intention, articulate the desired sounds. The teacher-supervised training in comparing sounds for recognitional purposes will develop into the skill of comparing one's speech production with what one hears, and should lead ultimately to self-criticism which will enable the student to improve without the close teacher supervision essential at the beginning.

When the teacher has presented phonemes, words, and groups of words for recognitional purposes, and has begun training in speech production (largely through imitation with a minimal amount of explanation), the language laboratory takes over the necessary function of providing a sufficient amount of repetitive experience in listening and speaking. This will result in overlearning, which leads to automatized responses through which language becomes a usable vehicle for reception or expression of thought.

Laboratory Equipment and Students' Activities

The variety of activities which students may perform in a laboratory depends upon the type of equipment installed. In some laboratories a

given number of students' stations are equipped with individual tape recorders in addition to headsets (earphone-microphone combination). Here the student may record himself as well as the model; he may rewind his tape and listen to it, noting his errors and then correcting them to the best of his ability. A few laboratories are equipped entirely with this playback facility. Usually, laboratories have a limited number of this type of station.

In most laboratories, students' stations are equipped only with combination headsets which permit the student to hear a tape transmitted from the teacher's console and to speak in imitation, but not to record at his station. This is the case also with the mobile laboratories which have been introduced experimentally into several schools. However, even without individual tape recorders, students' speech may be recorded at the teacher's console, one student at a time, as the student works in his booth. This facility should be in use in every laboratory session.

The teacher should beware of letting any laboratory lesson consist solely of students' listening and repetition. Repetition may become an automatic process, and attention may wander. Consequently, the student has no opportunity to exercise self-criticism. During each laboratory session the teacher should record the speech of at least two or three students and have a brief lesson in which the class hears and criticizes the quality of speech heard during the playback.

Organization, Administration, and Scheduling

Scheduling students for the laboratory at least once but not more than twice a week permits a great number of classes to use the laboratory. A room with permanently fixed high separators between booths is suitable only for laboratory work. Conventional teaching is best performed in a standard classroom.

A new development is the classroom laboratory, or electronic classroom. Here the equipment is contained in a desk which may be opened to permit its use and to provide separation between the students. When the desk is closed flat, the classroom resumes its conventional appearance. When all language classrooms are so equipped, there will be no need to move classes to another room. The teacher will make his presentation and will follow it by the appropriate lesson-tape for drill. Accessibility of equipment will simplify classroom routines by making laboratory practice instantly available.

Level I

At the first level, laboratory work may be started at approximately the sixth week of the course. This time must be flexible, depending upon the type of class, the nature of the presentation, and other factors. The following kinds of tapes are suggested for Level I:

1. Recognition of sameness or difference of sounds

Words are presented on tape in pairs, of which one may be in Russian and one in English; both may be in Russian with identical phonemes or with different phonemes. These tapes require two hearings. At the first hearing, the student repeats what he hears. At the second hearing, the student listens and writes for each pair the words *same* or *different*, English first, then Russian; or Russian first, then English.

2. Selection of correct oral response

A sentence with three endings is heard on tape. One is correct. The student hears this tape twice; the first time he repeats what he hears; the second time he writes the number of the correct ending.

3. Selection of correct answer to question

A question is asked on tape, followed by three responses, of which one is correct. Here, too, the tape should be played twice, once for the student to repeat what he hears, the second time for him to write the number of the correct response.

4. Picture-description test*

A line drawing is flashed on a screen by means of an overhead projector. Parts of the picture are numbered. The tape describes these parts, and students write the number of the part described.

These four kinds of taped exercises require no reading or writing in Russian but only auditory comprehension demonstrated by the writing of numbers or letters or a few English words, e.g., *same* or *different*. At the first level, the vocabulary and structures used on the tapes should be closely related to what is taken up in class.

*Adapted from *Foreign Language Laboratories in Secondary Schools: A Special Report Summarizing Four Years of Research by the Bureau of Audio-Visual Instruction* (Board of Education of the City of New York, for the New York State Education Department, 1959-1963).

Other types of tapes to be used after the midpoint of Level I are:

1. Direct spoken imitation of the taped model of words, phrases, and sentences

In building up the amount of material to be repeated, the single words and phrases are, after repetition, incorporated in sentences, with an upper limit of approximately ten syllables. Repetitions on tape are spoken at an increasingly rapid pace, leading to a fair degree of fluency, but never at the expense of clarity of sound-image. The change of pace or tempo presents a new challenge each time and holds the learner's interest despite repetitions of identical material. Taped material must be lively in content and should avoid dull or stilted expressions.

2. Repetition and manipulation of patterns taken up in class

Manipulation or variations may include recasting the sentence by making an indicated basic change; e.g., restating in the negative, formulating questions from the material, stating the sentence in a different tense, etc. In all tapes, the correct form in the model is supplied after the student has spoken any sentence other than a direct imitation.

3. Directed speech

This kind of tape, in which the student obeys a direction telling him what to say, provides review at controlled speed of material taken up in class. In developing freely expressed conversation, it aims to liberate the student from direct, imitative speech.

Level II

In a large school, the administration must frequently group students who come from various teachers with differences in preparation in speech patterns and in language habits. The laboratory provides a common linguistic experience which welds the group into a new unit. To achieve this, some of the lesson tapes of Level I may be repeated for review. Others of the same type may be prepared, using vocabulary and grammatical structures prescribed for Level II in this curriculum bulletin.

Additional kinds of tapes appearing in Level II for the first time are:

1. Tapes to accompany the basic reader

These tapes contain fluent readings of the text, or of parts of the text. The student listens and reads silently. Frequently, the proper

phrasing of words helps the student understand the meaning, and thus he overcomes the tendency to read word by word. If the text is read in a pleasant voice with good intonation, the reading becomes a pleasant esthetic experience. Portions of the text are reread on the tape, with spaces provided for the student's repetition. Suitable exercises may appear on the tape as well. The teacher may wish to have the students hear and read the entire text. While this is desirable, time limitations may prevent such treatment, in which case the teacher will select chapters for the students to read at home.

2. Dictation tapes

It is sometimes stated that the language laboratory is useful only for developing speaking and listening skills. It is a wise policy, however, to use the laboratory for whatever good purpose it can serve, in this case for writing practice in the form of dictation. Since taped speech deprives the student of visual clues to articulation, the speed and clarity of speech of the exercise should be strictly controlled. To save time, a sentence is read on tape, and several words extracted from it are repeated. The student writes these words. The words selected incorporate the problem to be practiced.

3. Auditory comprehension passages with pretest questions and multiple-choice responses

Passages selected or constructed to include the vocabulary and structure patterns prescribed for Level II form a good preparation for this type of work, which is generally used in Level III.

Level III

The concept of the language laboratory in Level III is based on the premise that the teacher directs the learning, encouraging the student to develop the power of discrimination among sounds, evaluative judgment, and self-critical analysis of speech. Although the student is responsible for his own progress, the teacher remains in charge of selecting and directing the learning experiences of the student. Hence, the teacher gives the necessary orientation before each laboratory lesson. The laboratory lesson is, in general, a reinforcement of what has already been presented.

Uses of the Language Laboratory

1. In Russian, Level III, the language laboratory serves:
 - a. To improve and develop the student's listening comprehension of

spoken Russian materials covering a wider range of vocabulary and structure than had been heard in the two preceding levels of study and at a more rapid rate of speech

- b. To develop and improve the student's ability to speak Russian, with good pronunciation and intonation and with a certain degree of ease, using a wider range of vocabulary and structure than in preceding levels of study
2. To develop the skill of listening comprehension, the students will have the following learning experiences:
- a. Audial experience in a wider range of subject matter than was used in the preceding two levels of study
 - b. Audial experience in greater quantity than a teacher can easily provide in a conventional class period
 - c. Audial experience in hearing several different native Russian voices and speech patterns
 - d. Audial experience in hearing spoken Russian at varying and increasingly rapid rates of delivery
3. To develop speaking skill, the students will have the following learning experiences:
- a. Imitation of a model
 - 1) For reinforcement of previously developed habits of correct pronunciation
 - 2) For reinforcement and improvement of previously developed habits of good intonation
 - 3) For application of these to a wide range of linguistic situations involving more complex structures and more varied vocabulary
 - b. Oral responses other than direct imitation
 - 1) True-false statements where the true statement is to be repeated, the false statement corrected
 - 2) Answers to questions which have been so constructed that the responses are predictable; i.e., they furnish answers to *who* or *what* but not as a rule to *why*.
 - 3) Statements requiring the substitution of a synonym or an antonym for a designated word, and restating the entire sentence
 - 4) Manipulation of sentence structures, such as restatement of sentences, beginning each sentence with *yesterday* or *tomorrow* and requiring a change of tense

4. To reinforce listening and speaking skills, it is desirable to correlate written work with the student's listening and speaking experiences. Such writing, in Level III, will consist chiefly of dictation and written responses to oral questions.
5. Other uses of the language laboratory in Level III are:
 - a. To facilitate review of materials in Levels I and II
 - b. To permit students to make up work and to progress at their individual rate of learning by use of multiple channels
 - c. To improve reading skills by using lesson tapes based on texts

Using the Laboratory for Review

In developing listening and speaking skills, the language laboratory lessons in the third level of Russian will include subject matter relating to the principal emphases of this level: reading and writing and a study of Russian culture. Since language learning is a cumulative process, review of what was learned previously should be included, or provided as needed. While later and more difficult work is based upon earlier and already learned materials, it may be assumed that not all students will have completely mastered all the materials studied in the two previous levels. Review should be provided as required, and here the laboratory can effectively accommodate the needs of individuals. The flexibility provided by multiple channels permits the teacher to have students perform exercises in areas where they need more drill, while the rest of the class works on another lesson.

Reading Lessons in the Language Laboratory

While the teacher and the student look to the language laboratory primarily for its effects on listening comprehension and speaking skills, the laboratory also helps with the reading lesson. The lesson tape based on the reading text serves the following purposes:

1. It provides multiple sense appeal, which is superior to learning by one sense alone. The visual stimulus of the printed material is reinforced by the auditory stimulus of the same material spoken on the tape.
2. With adequate preparation, and by listening as he reads, the student develops the habit of reading ahead fluently. He cannot dawdle, nor can he change the reading experience into a word-by-word deciphering of the text.

3. The tape assists comprehension of printed material by providing an intelligently spoken model, with words spoken according to sense groups. Such speaking often provides the clue to meaning, which might otherwise escape the student.
4. It provides an experience in literary appreciation when read by a native Russian speaker with good voice quality, expressive speech, and awareness of the imagination-stirring quality of the text.

The previous material indicates the effects of the taped reading lesson on visual and auditory comprehension; in addition, the reading tape serves to improve the speech pattern of the student. A portion of the tape is pre-recorded in spaced phrase groups, with pauses for students to imitate the speech pattern and intonation of the speaker. The variety of speech production is wider than in the limitation of structure drills alone, and the student has the experience of consecutive reading, with the paragraph and not merely the single sentence as the unit of learning.

Content and Form of the Reading Lesson Tape

The student is directed to the specific page and line and is told to follow along in the textbook as he listens. The reading lesson tape is directly related to the class text. The lesson tape deals with a selected portion of the text, perhaps a chapter or a part of a chapter, or an entire short story, stopping at a logical point. The story value, or the idea value, should be maintained.

The lesson tape may begin with an introductory statement designed to orient the listener-reader to the content of what will follow, or it may begin with the presentation of the text, with advance explanation and repetition of new or different words and phrases. The passage should consist of approximately two minutes of consecutive reading, fluently but not speedily paced.

After the first reading, a part of the text is reread in word groups, spaced according to the sense, each word group being followed by a pause timed to permit the student to imitate what he has heard. The student is instructed to imitate not only the pronunciation but also the intonation of the speaker. The passage reread for imitation is selected for liveliness of content; it may be a vivid description or an interesting conversation. There generally follows an exercise in word study and usage. Important and useful words are selected from the text. These words are spoken twice in Russian and once in English, and then are presented in a brief, usable sentence. The students repeat the word in Russian only,

and then the sentence containing the word. As a variation, students are sometimes directed to write the word in Russian.

Other exercises require sentences to be restated with antonyms or synonyms of the words being studied; true or false sentences to be repeated if true, corrected if false. Questions based on the text are so structured that the responses are easily supplied by the student.

The lesson concludes with a brief summary of all or of part of the text in the form of a dictation (which may then be used for brief oral repetition) or with some other writing exercise.

It is standard procedure in preparing tapes that, for any exercise requiring a response other than direct imitation of a model, the tape provides the correct answer immediately after the student has given his response. This reinforces the student's response if it was correct, or provides correction if it was erroneous. An important feature in the learning experience is the presentation of the correct form immediately after the student has constructed a response. The student knows immediately whether his answer has been right or wrong, and errors have less chance to persist.

What follows depends upon the type of equipment at hand. In laboratory stations containing recorders, the students have recorded the part of the text which they had imitated. At this point they rewind the tape and play back the model reading and their imitation, taking mental or written note of the parts which they recognize as a less than satisfactory imitation of the model. They may rewind and listen several times.

The value of this part of the work is in proportion to the student's understanding that the comparison of the model speech with his imitation depends upon his power of discrimination among sounds and upon his repeated attempts to imitate correctly. The teacher guides the students in this part of the work through monitoring and intercommunicating. Of course, if the student station is not equipped with an individual tape recorder, the student listens and repeats, but cannot review and compare the model and his imitation of it.

Level IV

In the fourth year (Level IV), the language laboratory assumes new importance as a teaching aid. It is irreplaceable as a means of supplying fluently spoken, advanced-level materials so that students may have practice in hearing Russian and may hear a precise repetition of the spoken materials if repetition is needed for comprehension.

However expert a teacher may be in Russian, it is impossible for him to speak to a class at great length, at a rapid tempo, and on a variety

of subjects. Even if the teacher's inventiveness were unfailing and his zeal unflagging, his voice would fail in a five-period-a-day teaching program; and certainly he could not provide the precise repetition which the pupil may need to strengthen the first auditory image. This repetition of the identical auditory stimulus, possible only when recorded materials are replayed, is the essential contribution of laboratory work.

It becomes particularly important in the fourth year (Level IV) to replay tapes. The materials are more difficult and are apt to depart from the controlled vocabulary of the earlier grades, where materials were constructed to conform to required word lists. With repetition, the student improves his ability to grasp meaning through the ear.

Many skillful teachers make conversational (question-answer) practice a daily class routine. This excellent procedure does not replace the need for practice in hearing continuous, sustained speech which demands greater concentration than understanding a single question.

It is important to provide appropriate tapes for each level. The cumulative tape library makes it possible for an advanced student to refresh his memory of material he learned and may have forgotten. One cannot assume that a student remembers everything he has been taught. Frequently, the errors made by third- and fourth-level students perpetuate incomplete or inaccurate learnings of the first level.

Even the advanced student needs practice to maintain and improve the fluency of his expression, the quality of his intonation, and the accuracy of his pronunciation. Just as a player of a musical instrument, however advanced, continues to practice scales and other fundamental exercises to maintain and improve his muscular control, so should the student of Russian continue to practice pronunciation and intonation to maintain and improve linguistic control. To make this possible, it is recommended that extended use of the language laboratory by students under teacher supervision be provided.

Suggested Time Schedule

It is recommended that the fourth-level Russian program provide at least one period a week in the laboratory. In addition, to the extent that equipment is available, fourth-level students should have access to the laboratory for independent study of taped materials.

Where recording-playback facilities are used, a full period is not too long for listening, recording, playback, and correction. Half-periods may be a preferable time span for listening and speaking without recording; however, every laboratory lesson ought to provide some speaking experience for the students.

Types of Lessons

AUDITORY COMPREHENSION LESSONS

These are of greater length and difficulty than the Regents-type of the third level. In progressively increasing length, the passages should ultimately provide up to 10 minutes of sustained listening experience. Multiple-choice exercises may be given on the tape. Questions should allow for greater freedom of response. If a model answer is given, the tape should state that other answers are possible. This exercise should be used only when the student records his speech and can evaluate and correct himself in the playback, with the teacher monitoring and assisting when necessary.

INTONATION DRILLS

These are spoken more rapidly than at preceding levels; phrase groups and sentences should be somewhat longer and require a greater memory span.

TAPES TO ACCOMPANY LITERARY WORKS

Reading material becomes more comprehensible if a student can hear the material read aloud as he reads the text. The auditory and visual appeals reinforce each other. The intelligent grouping of words may clarify the meaning. The student may find it a valuable esthetic experience to hear a literary work read aloud, pleasantly and expressively. The reading should be recorded by a native speaker of Russian with a pleasant, lively voice quality. The principal activity is consecutive reading. However, a small section of the text is then read, with pauses for imitation, students being encouraged to make the reading as expressive as that of the model.

LABORATORY LESSONS IN RUSSIAN CULTURE

The lessons are particularly effective where visual material, in the form of slides, can be projected on a screen and coordinated with a descriptive accompanying tape. Portions of the culture course which are suitable for such treatment include schoolroom scenes in Russia; scenes in Russian homes showing characteristic family activities; individuals or groups engaged in typical occupations; geographical features of Russia; "travelogue-type" pictures of monuments and other landmarks; reproductions of great works of art; pictures recreating historical events. The tape may describe the slide, give historical background or related information, or may direct students' attention to certain features in the picture.

No attempt should be made to teach the entire cultural curriculum in the laboratory. Only selected lessons should be treated in this way.

MEMORIZATION OF POETRY

Line-by-line imitation of a poem read by a native speaker of Russian will prove to be an easy and enjoyable way to memorize a poem. The student acquires good pronunciation and intonation most easily in this way. Preparatory work, such as vocabulary study or clarification of difficult structures, should be given in class.

BRIEF TALKS WITHOUT USE OF NOTES

At this level, the student should be introduced to independent speaking. The previously used question-answer procedure is, of course, a less taxing way of developing speech. However, when the assistance of the question is removed, the student is on his own. After careful preparation, the student should talk freely into the microphone, should replay and re-record his talk, and, the following day, could also deliver the same talk in the regular classroom.

Principles Underlying Tape Exercises

1. Auditory comprehension materials should be longer, more difficult, and spoken more rapidly.
2. Appropriate preparatory steps for removing difficulties are recommended in order to insure complete comprehension.
3. Questions may require less controlled or controllable responses. If a model answer is given, it should be noted that other answers are possible. The student should be encouraged to evaluate his spoken responses in the playback of his tape.
4. Independent speaking should begin. The teacher may elicit the essentials of a short talk through question-answer techniques. The student then writes a script of this talk, which the teacher corrects. After several repetitions of the corrected script, the student is encouraged to talk into the microphone without notes and then replay his talk and criticize himself. This procedure should be repeated until the student's speech is fluent and correct.
5. Dictation should be used as a terminal exercise in many types of lesson tapes. Revision should be accomplished by flashing the correct

form of the passage on a screen, preferably through an overhead projector.

How and Where to Secure Laboratory Materials

The Bureau of Foreign Languages in cooperation with the Bureau of Audio-Visual Instruction (BAVI) and the Bureau of Curriculum Development is preparing tapes and manuals of tape scripts based on this curriculum bulletin. These tapes are intended to reinforce learning regardless of which textbook is used. When they are completed, the scripts and tapes will be distributed to each elementary, intermediate, junior, and senior high school where Russian is taught.

In addition, each school receives a list of approved tapes and recordings which may be purchased by the individual school from commercial sources. Information as to item number, vendor, cost, etc., can be found in the approved list.

Part Three

TESTING AND EVALUATION

Testing

One of the indispensable functions of teaching is the periodic testing of pupil achievement. Testing procedures, in addition to measuring achievement, also exercise a profound influence on teaching practices and on students' attitudes and study habits. The teacher should, therefore, at all times be fully aware of the purpose of testing, whether it be an informal evaluation of classroom performance, a short quiz, or a comprehensive examination. The purposes of testing are briefly summarized here to focus attention on the values of testing programs.

Purposes of Testing

1. Evaluation (measurement of achievement at any stage)
2. Instruction (review, organization, and retention)
3. Diagnosis (determination of errors and difficulties)
4. Incentive (motivation for increased effort)
5. Orientation (practice for tests and examinations)
6. Placement (grade placement or ability grouping)
7. Experiment (resolution of instructional problems)

PRINCIPLES OF TEST CONSTRUCTION

Aside from comprehensive foreign language achievement tests such as Level III Regents examinations or College Entrance Board reading or listening-comprehension tests, the teacher's main concern is with class or department tests. Class tests may be designed to assess the basic foreign language skills: auditory comprehension, oral production, reading comprehension, and writing. Class tests may also be designed to measure component skills or related knowledge: pronunciation, mastery of vocabulary, structural control, or culture. Whatever the skill or knowledge to be tested, the teacher should observe certain common sense principles of test construction which apply to all tests.

Characteristics of a Good Test

A good foreign language test should:

1. reflect audio-lingual aims and procedures
2. function as far as possible within the foreign language

3. be based on a fair sampling of what has been taught
4. present items in functional context
5. list items in order of increasing difficulty
6. give proper weighting to items
7. provide clear instructions to the student
8. allow enough time for students to complete it
9. be easy to administer and to mark

The teacher should be aware of the converse of some of the characteristics of a good test. A general principle is to avoid any type of question which has a harmful effect on learning if practiced in the classroom. Among such undesirable types of questions are: (a) translation (not recommended until Level IV); (b) hybrid items (do not use a garbled mixture of English and the foreign language); (c) isolated items (avoid words or idioms out of context or culture questions out of situational context); (d) incorrect forms (avoid find-and-correct-the-error types which make the pupil concentrate on incorrect forms); (e) two-stage items (do not require the pupil to perform two operations of which the second depends on the correctness of the first); (f) non-functional items (do not require the pupil to perform linguistic acrobatics; e.g., the sliding synopsis).

Testing the Four Skills

Auditory Comprehension

Testing audio-lingual achievement before pupils have learned to read and write requires special techniques, in some respects quite different from those used in written tests. Of the two interrelated skills involved, auditory comprehension can be measured objectively by means of:

1. True and false statements
 - a. В этой комнате три окна.
 - b. В субботу мы приходим в школу очень рано.
2. Multiple choice
 - a. Ольга а) дедушка б) ученик в) девушка г) собака
 - b. Мы завтракаем в а) три б) два в) четыре г) восемь часов.
 - c. Ташкент находится в а) Европе б) Азии в) Африке г) Америке
3. Oral response
 - a. Куда вы идёте после урока?

- б. У вас (тебя) есть кошка?
- с. Сколько вам лет?

4. Action response

- а. Идите к доске!
- б. Встаньте, пожалуйста!
- с. Садитесь около окна!
- д. Смотри на карту!

5. Minimal contrasts

- а. над, сад, рад, лад.
- б. год, под, род, ход.
- с. пой, бой, той, мой.

All statements, questions, and choices should be *heard* only. True-false and multiple-choice items may be paper and pencil quizzes requiring answers merely by indication of a number or letter. Oral responses should be modeled on dialogues and pattern drills. (See *Patterns for Drill*, pp. 22-30.)

Action responses are especially recommended because they dramatize auditory comprehension. Some suggested commands to stimulate action responses in testing auditory comprehension are: Встаньте! Идите к доске! Сотрите с доски! Закройте дверь, пожалуйста! Сядьте! Pantomime or make-believe action responses extend the range of testing possibilities: Сыграйте на рояле! Напечатайте письмо! Помойте руки! Поплавайте! Наберите номер по телефону! etc., etc. These commands will, of course, be given in Russian and will use only the structures and vocabulary taken up prior to the test.

A component skill of auditory comprehension is auditory discrimination, usually measured by a phonetic discrimination test. This is made up of lists of words and phrases having "minimal contrasts." An example in Russian would be Брат — братъ — брить — врать.

The teacher pronounces the series twice while the students listen. The teacher then pronounces the series a third time and, after a pause, pronounces only one word selected from the series. The students indicate by a number or letter which of the four words the teacher pronounced.

Oral Production

The measurement of speaking skill (oral production) is a more difficult task because the very nature of this skill requires that (a) considerable time must be taken to test students individually, and (b) the teacher must use subjective judgment regarding quality of performance.

These troublesome factors of excessive time and lack of objectivity may be reduced by the following procedure.

Determine only the most important oral-production features in the dialogue and drills of a unit and test only enough students each day to cover the class by the end of the unit. Keep a proficiency record on a unit chart of students' names (on horizontal lines) and indicate oral-production features at the head of vertical columns. Use grades A, B, C, D to indicate proficiency levels, where A equals native or near-native proficiency, B equals minor errors but good enough to be understood, C equals major errors but partly comprehensible, and D equals totally incomprehensible.

The chart may also be used for grading recorded speech tests. The advantages of this procedure are that the teacher can do the grading outside of class, with the assistance of another teacher, if possible, thus reducing subjective factors. However, the inordinate amount of time required for constructing the test, for recording each student's speech, and for rating the results makes it inadvisable to use this procedure except as part of a terminal examination.

The evaluation of component oral skills, e.g., pronunciation, pattern variation, etc., is somewhat easier than the evaluation of speaking skills in general because these component skills are being drilled in the classroom during audio-lingual instruction. Thus, the so-called echo test is nothing more than a measure of the student's ability to mimic words, phrases, and sentences spoken by the teacher or by a recorded voice. The teacher may use a rating scale to evaluate the student's power of exact mimicry.

Other question types for testing oral production and its component skills follow the models presented in dialogues and drills. (See *Patterns for Drill*, pp. 22-30.) A summary of the chief question-types which can be constructed on this basis follows:

DIALOGUE RESPONSES

The student speaks the phrases and sentences corresponding to his assigned role in a memorized dialogue, cued by the teacher or by a dialogue partner.

DIALOGUE QUESTIONS

The student answers dialogue or personalized questions asked by the teacher or by another student.

DIRECTED DIALOGUE

The student is directed by the teacher to tell, ask, say, describe, or explain something to someone.

SUBSTITUTION

The student substitutes words or phrases in a pattern sentence, cued by the teacher.

TRANSFORMATION

The student changes forms or tenses in a pattern sentence, cued by the teacher.

A more comprehensive type of scale for rating oral ability in Russian is the *Oral Ability Rating Scale* (see page 193) originally designed for use in Level II citywide foreign language tests. This is not a single test but rather a rating scale based upon total oral performance over the entire final term of Level II. The rating is a teacher's estimate guided by the rating scale. Descriptions given in this bulletin of what constitutes oral ability are used as the basis for identification of the components to be rated. Performance in the particular types of oral skills specified as aims for Levels I and II was also a major consideration in identifying rating factors.

The following oral skills are to be rated: *Echo Ability, Recitation, Drills, Drill Responses, Directed Responses*. All of these terms are defined in the specimen rating scale on page 193. These aspects of oral production are listed in order of increasing complexity. Thus Echo Ability, involving reproduction or mimicry, is a purely imitative skill and hence is placed at the beginning or easiest part of the scale. At the most difficult end of the scale we have Directed Responses involving cued and directed dialogue responses, both active skills which require not only quality but also aptness (promptness, correctness, and appropriateness of responses). Normal or free conversation is not represented on the rating scale because the attainment of this complex skill is not an expected outcome of Levels I and II.

Reading Comprehension

Following the pre-reading phase and continuing through all levels, the testing of reading comprehension is a regular feature of instruction. In Level I, before writing has been introduced, reading comprehension questions can be answered orally, but formal tests will have to be entirely of the objective type; e.g., true-false items, completions, and definitions with multiple choices, of which the correct one is indicated by a number or letter. In addition, component reading skills (vocabulary, structure, and idiom recognition) can also be tested either by oral responses or by objective-type quizzes, entirely in Russian.

The basic type of objective reading comprehension test consists of a reading passage followed by a series of statements with a number of

BOARD OF EDUCATION OF THE CITY OF NEW YORK
Bureau of Foreign Languages—Bureau of Curriculum Research

ORAL ABILITY RATING SCALE

City-Wide Foreign Language Examinations, Level II

PART I: ORAL ABILITY, to be determined by the teacher's estimate of a pupil's total oral performance for the entire term, 10 credits.

Encircle the language to which this rating refers: FR _____ SPAN _____ RUSSIAN _____
Pupil's Name _____ Date _____
Teacher's Name _____ Language Class _____
Junior H.S. No. & Boro. _____ Senior H.S. _____

DEFINITIONS: 1. *Quality* pertains to pronunciation, intonation, pitch, stress, phrasing, juncture and fluency.

2. *Aptness* pertains to promptness, correctness and appropriateness of responses and rejoinders in the light of directions given, questions asked, statements made and situations indicated.

3. *Echo Ability* pertains to the quality of the pupil's oral reproduction or mimicry of words, phrases and sentences spoken by the teacher or by a recorded voice.

4. *Recitation* pertains to the quality of the pupil's oral production in oral reading, recitation of memorized dialogues and of memory selections.

5. *Drill* pertains to quality of oral production in pattern drills (repetition, substitution, expansion, etc.).

6. *Drill Responses* pertain to quality and aptness of responses in transformation drills.

7. *Directed Responses* pertain to quality and aptness of "choice," "yes-no," "cued" and directed dialogue responses.

RATING SCALE: Unintelligible, inaudible, or no response 0
Partially intelligible ½
Intelligible but labored 1
Readily intelligible but not perfect 1½
Intelligible and with native intonation 2

DIRECTIONS: Check one box after A and enter its numerical value in the last column on the right. Repeat this procedure for B, C, D, E. Enter the total of all five ratings at the bottom of the last column.

QUALITY	0	½	1	1½	2	Ratings
A. Echo Ability						
B. Recitation						
C. Drills						
APTNESS						
D. Drill Responses						
E. Directed Responses						
Total.....						

ORAL ABILITY RATING SCALE

completions after each statement. The student is required to choose the one completion which is correct in light of what is stated or implied in the reading passage. In constructing such a test, the teacher must make sure that the passage selected has sufficient content upon which to base at least five statements, each having from three to five alternative completions. At least one of the five statements should refer to the general idea or situation of the passage rather than to its explicit facts. In devising the completions, the teacher must be careful to have only one possible correct answer among the alternatives. Care must also be taken to avoid obviously nonsensical completions which can be eliminated by the student without basic comprehension of the passage.

Component reading skills can be tested entirely in Russian and with all items in context. In the following suggestions, each question type requires the student to choose, from a given list of three or four words or idioms, the one which is correct according to context in a given sentence.

1. Synonym to be chosen
Я *обедаю* (а) еду (б) ем (в) пью (г) пишу
2. Antonym to be chosen
Когда я *болен*, я не иду в школу.
(а) здоров (б) устал (в) рад (г) голоден
3. Same class of word
У нас в гостиной очень красивый *диван*.
(а) кровать (б) зонтик (в) кресло (г) холодильник
4. Definition of word
Когда вы хотите что-нибудь купить в магазине, это вам очень нужно.
(а) чулки (б) костюм (в) подарок (г) деньги
5. Situation described
Погода *тёплая*, цветы растут, птицы летают и поют.
(а) зима (б) вечер (в) весна (г) ночь
6. Inferential completion
_____ встаёт очень рано, чтобы готовить завтрак для всей семьи.
(а) ребёнок (б) мать (в) солдат (г) поэт
7. Filling in a structure
Большое здание стоит _____ почты.
(а) в (б) на (в) около (г) по

8. Choosing the correct idiom

Я вышел из дому без пальто и _____.

- (а) оно холодно (б) мне холодно (в) я холодный
(г) холодность

9. Idiom appropriate to the situation

Он уже играл на рояле два часа, сделал свои уроки и теперь готов

- (а) идёт снег (б) у него насморк (в) ни так, ни сяк (г) кататься на коньках

Writing

Most of the previously discussed question types for testing auditory comprehension, oral production, and reading comprehension can be readily adapted to require written answers. For example, the true-false type can be broadened to include the writing of true statements for those which the pupil has marked false. The directions for oral responses can be changed to require written responses in auditory and reading comprehension questions. Completion types can require either short answers or rewriting the entire sentence plus the completion. Other tests of writing ability are spot or full dictations, controlled writing, and directed composition. The latter will be discussed in the section New York State Regents Examinations.

Tests of component writing skills can also be adapted to require written answers, using the types just noted. After hearing the minimal-contrast series in the phonetic discrimination test (see p. 190, the student writes the word or phrase which the teacher pronounced last. The items of the echo test can first be repeated orally and then written. The same can be done with substitutions, transformations, dialogue, and directed dialogue responses. (See Patterns for Drill, pp. 22-30.)

New York State Regents Examinations

Providing pupil orientation to comprehensive examinations is a recognized purpose of class testing programs. Although the following types of questions appear in the Russian Level III Regents examinations, they are suitable for adaptation to other levels.

AUDITORY COMPREHENSION

This type of question consists of ten Russian passages dealing with audio-lingual experiences. Each passage is preceded by a question in

Russian. The examiner reads the question and the passage at conversational tempo. The pupils read the question and four alternative answers on their answer papers and in one minute choose the correct answer and write its number in the space provided. The level and range of vocabulary, structures, and idioms are determined by the content and scope of Levels I-III. The content of the passages is similar to the topics taken up in the dialogues, intensive reading, and culture study for Levels I-III. Sources for the passages may be Russian newspapers, periodicals, student publications, printed texts of broadcasts, and textbooks or review books containing audio-comprehension exercises. The passage should deal with a central theme or situation, and its length should not exceed fifty words. Avoid the following: anecdotes in which comprehension depends on a single key word or punch line, complex structures not characteristic of spoken Russian, and exotic words or names that are not recognizable audially. Classify the passages as *easy*, *medium*, *difficult*, and arrange them in order of increasing difficulty.

DIRECTED COMPOSITION

This type of question consists of a number of directions, given in English, in which students are directed to say, ask, describe, or explain something in Russian to another person. The directions are designed to elicit Russian sentences related in context. Example: Write to your friend Charles, telling him about your vacation plans. Include the following:

- a. Ask him how he is feeling.
- b. Tell him you are going to spend your vacation in Russia.
- c. Ask him if he has ever visited that country.
- d. Briefly describe at least two interesting sights or places that you expect to see in Russia.
- e. Explain why this trip means so much to you.

In constructing a question of this type, the teacher must make sure that the topic is within the real or potential experience range of students in a particular level and that the vocabulary, structures, and idioms needed have been taught for active use. The directions and outline are given in English. The students should be told that the purpose of this question is not to translate the exact words in the outline but to use appropriate expressions in Russian that will best convey the ideas.

Other types of New York State Regents questions are:

- a. Oral-Stimulus Dialogues

The examiner reads a statement describing the setting of the dialogue.

He then reads the part of the first speaker. The student, bearing in mind the setting, writes an appropriate response on behalf of the second speaker.

b. **Written-Stimulus Dialogues**

Each dialogue group begins with a brief statement describing the background setting. After carefully reading the background setting and the lines of dialogue, the student writes on behalf of the second speaker an appropriate response to each dialogue line of the first speaker.

c. **Reading Comprehension**

The student reads a passage in Russian and then answers a series of multiple-choice questions based on the passage.

In general, the trend of developments in the Regents examinations is to require more active knowledge; i.e., a greater percentage of complete written responses or written completions, and fewer multiple choices.

College Entrance Board Examinations

The College Entrance Examination Board (CEEB) has two types of Russian tests: the *Achievement Test*, which is administered only at College Board test centers in January of each year, and the *Supplementary Achievement Test* for listening comprehension, which is not given at College Board test centers but is made available to secondary schools for administration to their students on a specified date.

The same Russian achievement test is taken by all candidates regardless of whether they have studied Russian for two, three, or four years. Scores on these tests are reported on a standard 200 to 800 College Board scale. Interpretation of these scores and percentile ranks, for students with different amounts of study, are available in CEEB publications.

Although types of questions may vary from year to year, the most common types appearing on recent Russian Achievement Tests and Russian Supplementary Achievement Tests are:

RUSSIAN ACHIEVEMENT TEST

- a. *Situations*, in which a situation is described followed by four or five remarks, one of which is to be indicated as most suitable in the light of that situation

- b. *Usage*, which tests correct use of words, sentence structure, and idioms
 - c. *Vocabulary in Context*, which tests knowledge of the precise meaning of words and phrases
 - d. *Reading Comprehension*, which is based on passages of 100-300 words and which tests facts or details mentioned or implied in the passage, or refer to the total meaning of the passage.
- All of the above questions are of the multiple-choice type.

RUSSIAN SUPPLEMENTARY ACHIEVEMENT TEST (LISTENING COMPREHENSION TEST)

As described in the College Board booklet, this test has 4 types of questions, all of which are prerecorded on tape. Students select responses from multiple choices printed in the test booklet. The 4 types of questions are:

- a. *True-false* statements
- b. *Spoken questions* with multiple-choice answers
- c. *Brief conversations* with locations or speakers to be chosen from 4 possible answers
- d. *Short spoken passages* followed by a series of spoken questions, with one of the multiple choices printed in the booklet to be selected by the student.

Further information regarding the *College Board Achievement Tests* and the *College Board Supplementary Achievement Tests* may be obtained by writing to the College Entrance Examination Board, Box 592, Princeton, New Jersey.

The MLA Cooperative Foreign Language Tests

These tests are designed to measure the four language skills at two levels of competence (L and M). Level L is for students with one to two full years of study in secondary school or one to two semesters in college. Level M is for students with from three to four full years of study in secondary school or three to four semesters in college.

The measurement of listening comprehension and of speaking ability involves the use of pre-recorded tapes furnished with the tests. The listening-comprehension tape comprises single utterances, brief conversations, oral passages, telephone conversations, and dramatic scenes. Responses are recorded by the student via multiple choice in the test book-

let. The speaking-test tape contains instructions and oral stimuli. In addition, visual stimuli appear in the test booklet. The student is required to echo what he hears, to read aloud, to answer questions based on pictures, and to describe both single and serial pictures. The student's responses are recorded on tape, and later evaluated by the teacher in accordance with a series of complex rating scales. Since most teachers cannot cope with this complexity, recorded tapes may be sent to the Educational Testing Service for scoring by experts. A fee is charged for this service.

The measurement of reading skill involves comprehension of words, phrases, sentences, and passages. Among the types of questions are completions and multiple choices. Writing skills are tested by requiring the student to write both directed and free responses. Question types include fill-ins, structural recasting, and rewriting of paragraphs and dialogues.

The time required for testing the four skills is divided as follows: listening comprehension, 25 minutes; speaking, 10 minutes; reading, 35 minutes; writing, 35 minutes—a total of 105 minutes. To this must be added the time for rating and scoring, which is considerable. *The MLA Cooperative Foreign Language Tests* are suitable for a comprehensive testing program on which department chairmen and teachers must be prepared to spend considerable time. Departmental briefing sessions are necessary for studying directions on how to administer these tests, how to score them, and how to interpret the results. Additional time is also needed for setting up audio-active facilities so that each student to be tested may be able to listen to taped instructions and stimuli and to record his responses on tape.

Complete descriptions of these tests may be obtained by writing to the Educational Testing Service, Cooperative Test Division, Princeton, New Jersey.

Evaluation

The following outline of the characteristics of an effective foreign language program is intended to help teachers, department chairmen, coordinators, and principals concerned with foreign language instruction. The general and specific aims of foreign language instruction are given in detail at the beginning of this bulletin and at the beginning of each level. Matching these aims with the practices listed here and the results of instruction should enable teachers and supervisors to assess the effectiveness of the overall foreign language program.

All the practices outlined below cannot, of course, be observed in a single class period. They should, however, play an important role in the total foreign language program over a period of time.

Teaching Conditions

THE CLASSROOM

1. The classroom is a *cultural island* with appropriate exhibits, posters, pictures, photographs, proverbs, travel folders, and maps illustrating various aspects of the foreign language and its culture.
2. Many chalkboards are available on the walls of the classroom (including the rear wall).
3. All exercises written on the chalkboard have Russian headings.
4. A class bulletin board displays news items and pictures of current interest from Russian newspapers and magazines. Displays are not more than a week old.
5. The Russian classroom is equipped with a tape recorder, a phonograph, and a combination slide and filmstrip projector.
6. The room is equipped with dark shades and a motion picture screen.
7. Russian dictionaries, periodicals, newspapers, and reference books are available to students.

THE LANGUAGE LABORATORY

1. The laboratory is large enough to provide a position for each member of the class.

2. Some student positions provide for recording by students and for playback of what has been said.
3. There is adequate provision for the storage of tapes and other equipment in the room.
4. A program of preventive maintenance of electro-mechanical aids, provided at regular intervals, is available.
5. The laboratory is used only for language classes and is located in a quiet section of the building.
6. The positions at which the students sit are provided with places for books and papers so that students may write.
7. The laboratory is available for each student at least once a week, and more often when possible. The laboratory period is never more than half the time of a regular class period.
8. The laboratory is constantly supervised by a responsible person.
9. At early levels, the tapes used in the laboratory contain materials that have previously been presented in class.
10. At higher levels, the laboratory provides opportunities for listening to authentic recordings of cultural and literary value.
11. Teachers may be given time to prepare tape scripts and tapes.
12. The language laboratory plays a role in the testing program.

THE TEACHER'S PROGRAM

1. The teacher has no more than two preparations daily, when that is possible.
2. The teacher teaches no more than three classes consecutively.
3. Preferably, the teacher meets all his classes in the same room.
4. Only specially qualified teachers are given difficult assignments.

OPPORTUNITIES FOR TEACHER AND STUDENT GROWTH

1. Experimental programs and demonstrations of new teaching techniques are fostered.
2. Arrangements are made for interschool visits and teacher exchanges.
3. Foreign travel for foreign language teachers is encouraged.
4. Provision is made for teachers to attend professional meetings.
5. Attendance of teachers at NDEA Institutes is encouraged.
6. Teachers are given time to prepare suitable classroom and laboratory materials for their students.
7. Teachers are encouraged to participate in study groups and workshops.

8. Outstanding achievement in Russian by students is recognized with awards comparable to honors in other subject areas.
9. Students are encouraged to correspond with students living in Russia.

Organization

RECRUITMENT

1. All teachers of Russian classes hold a license in the subject.
2. Russian instruction is available to all students who can profit from such instruction.
3. Students who find that they are unable to continue to study Russian with profit are permitted to withdraw.
4. Guidance counselors are well informed on the subject of the foreign language program.
5. Students begin only one foreign language at a time.
6. Students of foreign background are encouraged to study their mother tongue.

CURRICULUM

1. Courses are established which aim at a six-year sequence on the secondary school level and a three-year sequence on the elementary level.
2. In planning students' programs, an attempt is made to avoid a long gap between the end of foreign language study in high school and the beginning of foreign language study in college.
3. The school's course of study does not slavishly follow a commercially prepared text when such text deviates from the requirements of the New York City foreign language program.
4. Courses emphasize the use of Russian for communication in this order: listening comprehension, speaking, reading, and writing.
5. Courses utilize the Russian language resources of the community.
6. A sequential and continuous program is provided.
7. There is satisfactory articulation both downward and upward.
8. There is a long sequence in one foreign language rather than short sequences in two.
9. There is adequate provision for the use of audio-visual aids.
10. If the school has a large total enrollment, some of the less commonly taught languages are offered.
11. Special classes are organized to meet the needs of advanced and academically talented students.

12. Teachers are provided with definite departmental courses of study and units of work.

The Teacher

1. Has a fluent command of the Russian language, especially of its sound system.
2. Avoids excessive talking.
3. Uses Russian almost exclusively.
4. Plans every lesson carefully and keeps written lesson plans.
5. Presents a good example in neatness of attire, dignity, posture, and bearing.
6. Is a stimulating personality.
7. Is respected by the students and is in complete control of the classroom situation.
8. Is friendly, cheerful, courteous, and helpful.
9. Carefully explains what is required of students and insists that they meet the standard set.
10. Can adapt the textbook to the requirements of this bulletin.
11. Is patient, generous, and fair; possesses a good sense of humor without descending to undue familiarity or cheap humor.
12. Speaks English clearly and correctly.
13. Has a pleasant voice of sufficient volume to be heard anywhere in the room.
14. Welcomes visitors to the classroom and is receptive to constructive supervision and criticism.

The Students

1. Are interested and attentive.
2. Participate in the lesson actively.
3. Communicate actively with each other in Russian under the direction of the teacher.
4. Are courteous and helpful toward the teacher and fellow students.
5. Recite in a clear and audible voice.
6. Speak both Russian and English correctly.
7. Are neat in their written work.
8. Correct each other's work constructively and spontaneously.

The Quality of Instruction

1. Lessons are well planned and timed so that they are taught within the class period.

2. Students are provided with opportunities for using Russian in meaningful situations. There is a maximum use of Russian. English is used only when absolutely necessary.
3. New structures are presented and drilled by means of pattern practice.
4. Both analogy and analysis are used as devices in teaching grammatical structures. There is a maximum of drill to automatize responses and a minimum of theoretical explanation.
5. Pupils are expected to master the sound system of Russian in functional expressions before learning to read and write the language.
6. Instruction aims at developing direct auditory and reading comprehension, without translation into English.
7. The classroom use of disc and tape recordings is a regular part of the course.
8. Various visual aids are used to teach and drill vocabulary and to promote conversation in Russian.
9. The cultural aspect of the study of Russian is integrated with the linguistic aspect.
10. Russian is used in situations appropriate to the age and experience of the students.
11. In testing, performance in Russian is stressed.
12. Errors in pronunciation and intonation are promptly corrected.
13. First choral, and then individual, responses are elicited.
14. Reading is taught at the beginning as a natural outgrowth of audio-lingual experiences.
15. A variety of drills and activities are used in a single period.
16. Drill exercises are well graded and progressive in difficulty.
17. Homework assignments are clear and meaningful and provide for individual differences.
18. Writing skills are taught through copying, dictation, completion exercises, written answers, and compositions.
19. Instruction is maintained at a lively pace.
20. In the elementary phases of the program, instruction is based on the use of dialogues and mimicry-memorization techniques.
21. Adequate provision is made for the review of learned material at appropriate intervals.
22. Language skills are regularly and appropriately evaluated.
23. Comprehension is always checked in student responses.
24. Adequate provision is regularly made for remedial instruction.
25. Class work and laboratory drill are well integrated.
26. Every lesson is properly motivated.

27. The distribution of books and materials, the collection of homework, and other housekeeping chores are well routinized.
28. While some students write on the chalkboard, others work at their seats.
29. Clearly formulated questions are put to the entire class and time is allowed for thinking; individuals are then called upon by name.
30. Questions are well distributed so that all students have an opportunity to recite.
31. Before the close of the class period, the main points of the lesson are summarized briefly.
32. The teacher does not depend solely on the textbook, but often makes use of lively, well-prepared exercises of his own invention.

Part Four

**EXPANDING HORIZONS
IN FOREIGN LANGUAGES**

The Advanced Placement Program

As of September 1969, no provision has been made for an Advanced Placement examination in Russian. There is, therefore, no Advanced Placement Program for Russian in the New York City schools. Nevertheless, the following section, which explains the program as it operates in French, Spanish, German, and Latin may be of interest to all foreign language teachers.

In keeping with the national interest in strengthening all areas of American education, the Advanced Placement Program is offered in foreign languages to stimulate selected students and teachers to higher achievement.

Advanced Placement programs are offered in schools in which a sufficient number of gifted and ambitious students warrant such special provision. These students are given an opportunity to do college-level work and to take the Advanced Placement examinations. Passing these examinations usually enables the students to receive college credit or to be placed in advanced courses in college, or both.

Selection of students for the college-level course is based on a number of criteria: the student's proficiency in the foreign language, his native ability, his general scholastic achievement, recommendations of his teacher and guidance counselor regarding the student's maturity, his emotional balance, his health, and his parents' consent. An important factor is the student's eagerness to take the course, not for credit, but for work on a high level. The teacher should be selected for his interest in the program, his readiness to work on a college level, and his professional background. Moreover, he should be fluent in the foreign language, have a broad knowledge of its culture and literature, and possess the ability to present and interpret its literature on a college level.

Differences between Levels IV and V of the course of study and the Advanced Placement Program occur in content, in certain aspects of method, and in the student's expected achievement. The content in the Advanced Placement Program has more difficult and mature materials studied in greater depth. The method is predicated upon more frequent

and more extensive lecturing, class discussions to elicit penetrating analysis and to stimulate interpretation, and a greater amount of independent work by the students. A higher quality of performance is expected of the Advanced Placement student.

The two basic objectives of the course are an increased competence in the use of the foreign language and a knowledge of the literature and the culture of the foreign country. The Advanced Placement Program syllabus states that, upon completion of the advanced course, the student should have attained the ability "to understand what an educated native speaker says when he is speaking at normal speed on a subject not unduly specialized"; and the ability "to speak with an acceptable pronunciation and with a command of vocabulary and syntax sufficient for a sustained conversation on a general subject." With regard to the content in literature and culture, the Advanced Placement Program syllabus states: "Knowledge of the literature and culture involves an acquaintance with representative works significant for their content and literary values, and the ability to read with understanding and appreciation. The student should be able to comprehend the situations, emotions, ideas, and implications of works which might be read in a college course in literature and to relate such works to their historical and cultural setting." Moreover, he should be able to write freely and accurately on subjects that fall within the range of his experience.

For further information regarding administration of the course, selection of pupils, qualifications of teachers, description of course content, examinations, and credits, teachers may use *Advanced Placement Program Course Descriptions* (College Entrance Examination Board, Educational Testing Service, Box 592, Princeton, N.J. \$1.50).

Team Teaching

Team teaching is a type of staff collaboration in which two or more teachers are teamed for some aspects of the instructional program. It provides a means of pooling the talents of teachers in planning and carrying out learning experiences. In their respective classes, the teachers are jointly responsible for the instruction of all students in whatever curriculum content is selected for team teaching. Each teacher is also responsible for his own class. This method gives the students a periodic change of pace and exposes them to different teacher personalities.

Team teaching is characterized by large- and small-group instruction. For example, one teacher may take two classes for a lecture, demonstration, film, or trip, while the other tutors a small group. Large- and small-group instruction also provides time for the relieved teacher or teachers to plan lessons, prepare teaching materials, arrange special programs, etc.

Experience has demonstrated that certain preconditions must be met before team teaching can be fully successful:

1. The programming of two or more classes which will be parallel in time, language, and grade.
2. The assignment to these classes of teachers who have varied abilities and who possess qualities of personality and temperament that make for effective teamwork.
3. The provision of rooms or halls large enough to seat two or more normal-sized classes as a group.
4. The drawing up of lesson plans, teacher-class charts, and time schedules for an entire unit of team teaching.
5. The design and construction of suitable tests and other instruments for evaluating the team teaching program.

Assuming that these conditions exist, how can we profitably engage in team teaching in foreign languages? A team of two or more teachers (with varying leadership according to the topic of the lesson and teacher talent) can prepare thoroughly for lectures which may include the use of the opaque projector and pictures, the overhead projector and transpa-

rencies, taped material and tape recorders, phonographs and discs, or the sound projector and films.

The emphasis on the development of audio-lingual skills demands so much time that the teaching of the foreign culture frequently tends to be neglected or to be carried on in English. Team teaching, on the other hand, permits the careful preparation of lecture scripts with vocabulary so that the lectures can be delivered in the foreign language. The benefits of these lectures extend to all the students, for they gain in language as well as in information and appreciation.

Team teaching also enables the members of the team to prepare well-graded pattern drills, scripts and tapes for language laboratory use, duplicated exercises, review materials, and tests, as well as visual material for display or projection on a screen.

Through large-group teaching, the teacher who is most expert in the demonstration and explanation of structures can take over two or more classes so that eventually all students in a given grade of a language can profit from superior teaching. The other teachers will also profit through the preparation and observation of such lessons.

Some aspects of language learning, such as the development of good pronunciation, conversational skills, and reading and writing ability, do not lend themselves as well to team teaching. However, they may be taught in small groups by teachers relieved as the result of large-group formations. This is generally true of those aspects of language learning in which intensive individual performance and correction are necessary. However, team teaching can be used profitably in a program of foreign language instruction if there is resourceful programming of teachers and students, and if the aforementioned preconditions are met.

Programmed Instruction

Programmed instruction is based on a carefully integrated psychological rationale. Three essential features must be present in a course to make it authentic programmed instruction:

1. The program must be based upon an adequately detailed specification of the "terminal behavior" (that is, new skills, knowledge, or response tendencies) which the programmer desires to produce.
2. The material of instruction must be organized and presented in a carefully designed sequence of steps so that each step is made easier by virtue of the material learned in previous steps.
3. The student must have an opportunity to test his mastery of each critical step as he proceeds through the program; that is, the program must be so constructed that correct responses are promptly confirmed and the student understands and corrects wrong responses.

In the conventional classroom the teacher cannot effectively employ the three essentials of programmed instruction. As a result, special devices have been introduced to present the programmed material to the learner: teaching machines, self-tutoring courses, programmed textbooks, etc. These devices in themselves are of minor importance. The effectiveness of programmed instruction will depend almost entirely on the teaching materials.

In its construction and application, a programmed course in a foreign language has the following features:

1. The material is graded into small, easy steps that can be taken by the student, one at a time, with a minimum of error.
2. The program requires the student to be active by responding to every new item.
3. The program is to be used by each student individually.
4. Programmed learning provides for immediate reinforcement by supplying the correct answer after each response.
5. In programmed learning there is the merging of teaching and testing into one single process.

In addition, since audio-lingual competency is now a recognized prime goal in language learning, it would appear that no programmed

course in foreign languages can claim to be effective unless it makes provision for auditory practice (through tapes) and for oral student responses (through an audio-active microphone).

Programmed courses in foreign language have been tried experimentally in several classes in New York City high schools. It has been found that this type of instruction may have the following limitations:

1. Programmed instruction designed to be used by individual students at their own pace assumes continuously renewed student motivation which will sustain student attention, interest, and activity throughout the course. The majority of high school students, however, seems to need constant teacher-induced motivation, encouragement, and prodding.
2. The material in the programmed courses is organized along logical rather than psychological lines. Words are introduced for phonetic reasons and structures for linguistic reasons rather than on the basis of situations. This approach fails to capitalize on student interest in student-centered activities.
3. Since the pace of the course and the rate of introduction of new material may be too slow for many students, the material may seem pointless and a waste of time.
4. Optimum use of a taped programmed course requires that each student operate a tape recorder equipped with a pedal for instant start and stop. At time of publication no New York City public school language laboratory is so equipped. It would be very expensive to provide each laboratory with such equipment. Furthermore, one laboratory cannot meet the needs of all the foreign language students in a school.

Fernand Marty developed a *Programmed Course in Basic French* which dispenses with an instructor entirely. After one year's trial, he listed the following drawbacks:

1. Students missed the teacher-student relationship.
2. Reinforcement by a machine is not sufficient to provide motivation.
3. The machine program failed to produce pronunciation as adequate as a teacher's supplemented by tape-recorded drills.
4. Too much time was consumed in detecting errors, and there was also a failure to detect errors with sufficient accuracy.
5. A self-instructional program cannot provide for self-expression.
6. Students felt the need of a book or other material to supplement the self-instruction in the language laboratory.
7. Students were dissatisfied with communicating only with a machine.

In light of these findings, it would appear that programmed foreign language courses now available are not suitable for use in our New York City classrooms. It is quite conceivable that properly constructed programmed courses can be devised to fill the need for individual remedial work or independent advanced work by highly motivated students. Such courses would be most useful if they were divided into separate units, each unit treating a particular phase or segment of pronunciation, structure, vocabulary, etc. If such units could be closely related to the material used in the regular course, the promise of programmed instruction might then be realized, namely, "to free the teacher from the purely mechanical drill work," and make it possible for him "to teach students to use with art the skills which they have mastered through science."

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